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ABSTRACT

The Quality Assurance Program for Learning Resources Specialists is part of the Houston, Texas, Plan for Excellence and addresses the renewal and professional growth opportunities for the specialists. The program is administered by a bi- or tri-dimensional assessment team that may consist of the principal, an instructional supervisor, and the associate and/or deputy superintendent. Steps of the program, the components of the assessment, and the responsibilities of the team members are outlined in the manual. Assessment instruments designed to parallel the teachers' assessment instrument include instructional proficiencies, management system and professional characteristics, and proficiency certification. The appendixes, comprising over half the document, contain the different instruments and forms, a sample memorandum of record, and a manual for the classroom observation assessment instrument. (MLF)

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Quality Assurance Program Manual

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Learning Resources Specialist

HOUSTON INDEPENDENT SCHOOL DISTRICT

Houston Independent School District

LEARNING RESOURCES SPECIALIST QUALITY ASSURANCE PROGRAM

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FOREWORD

The Quality Assurance Program instrument for Learning Resources Specialists was developed with the cooperation of the Instructional Media Services Personnel at all levels. Dr. John Baker, Assistant Superintendent, Media Services and Ann Holdren, Curriculum Director, Media Development, met with Media Coordinators Catherine Conger, Cecelia Alexander, and Ed Miller to set the tasks and timeline for development of the instrument. In June, 1983, a committee of elementary and secondary Learning Resources Specialists met to write their own assessment instrument. The committee set as its goal the development of an assessment tool which would effectively communicate the duties and responsibilities of Learning Resources Specialists and accurately reflect the specialized skills involved in their profession.

With the input from the Learning Resources Specialists committee, the Employee Development Department designed the instrument to parallel the teachers' assessment instrument. The Instructional Proficiencies and Management/Professional Characteristics and Proficiency Certification parts parallel the teacher instrument.

Part I of the instrument, Special Proficiencies for Learning Resources Specialists, lists the primary duties and responsibilities for the specialists that sets them apart from teachers. The specialists are trained to teach library skills to each child; frequently this teaching occurs informally and individually as well as formally, to entire classes of students. Learning Resources Specialists are expected to manage media selection, collection development, circulation, administration of the library media center program, and the design of effective use of media resources in cooperation with faculty, administration and students.

A committee of administrators was then appointed by Mr. Joseph Angle, Superintendent for Area Administration, to review and refine the instrument. The instrument will be used in the same process outlined in the Teacher Quality Assurance Program; i.e., bi/tri-dimensional assessment teams, three instructional observations and conferences, a summary conference and Growth Improvement or Refinement Plans as needed.

ACKNOWLEDGMENT

The Learning Resources Specialists' Assessment was developed by the specialists themselves. This committee deserves special recognition for all its dedication and time. I would like to extend my deepest appreciation to the following people for their hard work.

Ms. Winona Adams, McReynolds Middle School
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Ms. Rosita Ortiz, Holland Middle School
Ms. Charlene Smith, Holden and Eighth Avenue Elementary Schools
Ms. Judy Mueller Steffen, Berry Elementary School
Ms. Carol Wallingford, Hartsfield Elementary School
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Mr. Ronnie Veselka, Deputy Superintendent, Accountability and Information Systems
Ms. Martha Wong, Employee Development Department
Dr. Ronald G. McIntire, Executive Deputy Superintendent, Employee Development

Billy R. Reagan

Billy R. Reagan
General Superintendent

INTRODUCTION

The Teacher Quality Assurance Program (TQAP), a bi- or tri-dimensional approach to assessment and assistance, is an integral part of the Houston Plan for Excellence which was approved by the Board of Education on July 8, 1982. The Houston Plan for Excellence concept paper addresses the importance of upgrading the quality of education for the students of Houston schools by identifying three areas for action: (1) a reward system for holding and attracting competent personnel, (2) a proficiency based teacher selection process, and (3) renewal and professional growth opportunities for the current staff. The Learning Resource Specialist Quality Assurance Program addresses the third area for action-renewal and professional growth opportunities for the current staff.

Professional staff assessment is a necessary component for improving performance which will upgrade the quality of education for students. The establishment, monitoring, and assessment of standards of behavior and performance should be related to professional growth and student achievements. The purposes of performance assessment are to provide for the improvement of instruction, to measure adherence to standards, and to provide a basis for employment decisions. A system of assessment must be reliable, valid and legal. Further, it should identify areas of strengths and weaknesses, improve communication, and develop priorities for improvement. Assistance to promote professional growth should be provided when necessary. Continual professional growth of all employees is the goal of the Quality Assurance Program.

The evaluation of staff is a primary administrative responsibility. The Learning Resource Specialist Quality Assurance Program will be administered by a bi- or tri-dimensional assessment team which may consist of (1) the principal, (2) an instructional supervisor, and (3) the associate and/or deputy superintendent. Principals have the responsibility to supervise and observe all instruction throughout the school year in addition to the administration of the Quality Assurance Programs.

Repeal of Prior Policies and Procedures

The Teacher Quality Assurance Program was adopted by the Board of Education on October 7, 1982, and amended with the adoption of the Learning Resources Specialist Instrument on August 4, 1983. The adoption and amendment supersede all prior policies and procedures on learning resources specialist evaluation in effect and will repeal and replace any policies or procedures in conflict.

Application of the Program to Contract Changes

All aspects of the QAP are to be applied consistently and fairly to all educators. As set out in the QAP, it is possible that recommendations may be made by the assessment team that changes in contract status be made; i.e., termination or the return of continuing contract educators to probationary contract status. When an educator feels that a procedure of the QAP has been misapplied to him or her, a grievance may be filed under the Grievance Policy of the District. The content of the assessment, the ratings given, and the growth improvement plan are not grievable under the District's policies. However, unless a procedure provided by the QAP is maliciously misapplied or in bad faith misapplied or not applied by the assessment team or one of its members, such misapplication or failure to follow the procedures shall not prevent or be any impediment to the Board changing any educator's contract status under the terms of the employment contracts and state laws.

LEARNING RESOURCES SPECIALIST
QUALITY ASSURANCE PROGRAM

Training

Administrators will be trained to (1) understand the scope, nature, and intent of the assessment and assistance program, (2) understand the significant responsibilities of the assessor(s) in the assessment process, (3) understand the need for objectivity as an integral part of the assessment process, and (4) understand how the Quality Assurance Program relates to the *Texas Education Code*, the individual educator's contract, and the *Code of Ethics and Standard Practices for Texas Educators* adopted by the Teachers' Professional Practices Commission of Texas.

Administrator training will be based upon four expectations

Expectation 1:
Assessment should promote awareness of the strengths and weaknesses of the educator and provide for growth and improvement.

Expectation 2:
The use of common vocabulary and criteria help communication between administrator and educator in the assessment process.

Expectation 3:
The administrators can identify and recognize quality performance.

Expectation 4:
Employees should not be terminated for poor performance but for failure to improve.

Learning Resources Specialist orientation on the elements of the *Quality Assurance Program* will be conducted by the building principal or his/her designee. The orientation will cover the *Quality Assurance Program* and the *Manual for the Assessment Instrument* (Appendix I).

FLOW CHART OF THE STEPS IN THE QUALITY ASSURANCE PROGRAM

1. TRI-DIMENSIONAL TEAM DETERMINES WHO WILL BE ASSESSED AND WHO WILL BE THE ASSESSORS.	By September 15
2. PRINCIPAL NOTIFIES TEACHERS/PEER GROUP* AND AREA OFFICE OF STAFF MEMBERS WHO ARE TO BE ASSESSED AS DETERMINED BY THE TRI-DIMENSIONAL TEAM. DEPUTY SUPERINTENDENT APPROVES THE ASSESSEE/ASSESSOR LIST.	By September 15
3. PRINCIPAL ORIENTS STAFF ON FRAMEWORKS AND QAP	By September 15
4. PRE-ASSESSMENT PHASE TRI-/BI-DIMENSIONAL TEAM CONDUCTS CLASSROOM OBSERVATIONS AND CONFERENCES WITH EACH ASSESSEE ASSESSEE/ASSESSORS SIGN CLASSROOM OBSERVATION INSTRUMENT	By November 15
5. TRI-/BI—DIMENSIONAL TEAM MEETS TO COMPLETE SUMMARY ASSESSMENT REPORT, JUSTIFICATION FORM AND GROWTH PLAN (IF INDICATED) FOR EACH ASSESSEE	By November 15
6. TRI-/BI-DIMENSIONAL TEAM CONDUCTS A SUMMARY CONFERENCE WITH EACH TEACHER/PEER GROUP MEMBER* ASSESSEE AND ASSESSORS SIGN SUMMARY PRE-ASSESSMENT REPORT PRINCIPAL SENDS REPORTS TO THE APPROPRIATE PEOPLE REPEAT STEPS 4-5 FOR POST-ASSESSMENT PHASE	By November 15 By February 15 or May 15
7. PRINCIPAL DISTRIBUTES SUMMARY POST-ASSESSMENT REPORT TO EACH PERSON INVOLVED, AND THE AREA SUPERINTENDENT FORWARDS THE ORIGINAL REPORT TO THE PERSONNEL RECORDS OFFICE	By February 15 or May 15

*PEER GROUP: Employees on Pay Grade 7 and 8 — Counselors, Learning Resources Specialists, Nurses, etc.

TIMELINES FOR ASSESSMENTS

ASSESSORS	BY NOVEMBER 15 PRE	BY FEBRUARY 15 POST	OR BY MAY15 POST
Principals	. Probationary Teachers/ peer group member (first second and third-year) . Teachers/peer group member new to the building . Teachers/peer group members on a growth plan . Teachers/peer group members who need to be assessed out of sequence . One-third continuing contract teachers/peer group members	. Third-year probationary teachers/peer group member . Teachers/peer group member on a growth plan	. All teachers/peer group member who were pre-assessed by November 15 but not post assessed by February 15

Assistant Principals may assess continuing contract teachers or teachers new to the building as determined by the tri-dimensional team but only as a member of a bi-dimensional team.

	PRE	POST	OR	POST
Instructional Supervisors	. Probationary teachers/ peer group members (first, second and third-year) . Teachers/peer group members new to the building . Teachers/peer group members on a growth plan . Teachers/peer group members who need to be assessed out of sequence . One-third of the continuing contract teachers/peer group members	. Third-year probationary teachers/peer group members Teachers/peer group members on a growth plan		. All teachers/peer group members who were assessed by November 15 but not post-assessed by February 15

	PRE	POST	OR	POST
Associate Superin-tendents	. First-year probationary teachers/peer group members . Teachers/peer group members on a growth plan . Teachers/peer group members who need to be assessed as determined by the tri-dimensional team	. Teachers/peer group members on a growth plan		. All teachers/peer group members who were assessed by November 15 but not post-assessed by February 15

The Deputy Superintendent becomes a part of the assessment process when recommended by the bi/tri-dimensional team.

Components of the Assessment

1. ***Observation of the special proficiencies for learning resources specialists and the instructional proficiencies.*** A minimum of three 30-minute observations will be conducted by the assessment team to measure adherence to the three instructional frameworks and to measure adherence to the special proficiencies.

2. ***The management system and professional characteristics*** which will measure adherence to standards will be rated by the assessment team.

3. ***Functional academic skills and content area proficiencies*** will be measured by the Educational Testing Services Pre-Professional Skills Test (PPST), or the Houston Independent School District Functional Academic Skills Test (FAST); and the HISD Content Area Test.

Assessors: Personnel Who Conduct the QAP

Tri-dimensional teams will be composed of the building principal, an instructional supervisor or a central office department administrator, and an associate superintendent. A deputy superintendent may become a part of the team when requested by the tri-dimensional team. Each assessor is to make a minimum of one observation.

Bi-dimensional teams will be composed of the principal or assistant principal and an instructional supervisor or central office department administrator, or associate superintendent. The principal or assistant principal is to make a minimum of two observations. The instructional supervisor or central office department administrator,or associate superintendent is to make a minimum of one observation.

Responsibilities of the Bi-/Tri-Dimensional Team Members

Principal

1. Coordinate the assessment and assistance process.

2. Maintain records at the building level of teachers and other peer group members assessed.

3. At the beginning of each school year, determine with the associate superintendent and instructional supervisor a list of teachers and other peer group members who are to be assessed for the next three school years; submit the list to the deputy superintendent by September 15; determine the assessment team (bi or tri). This list will be updated each year.

4. Notify all teachers and other peer group members who are to be assessed on the "Notification of Assessment" memorandum (Appendix F) by September 15.

5. Conduct a minimum of one 30-minute observation of each person who is to be assessed by the principal on a tri-dimensional team. Conduct a minimum of two 30-minute observations of each person who is to be assessed by the principal on a bi-dimensional team.

6. Conduct a post-observation conference within a 5-school day period. During this conference, the principal and the educator review the observation lesson so that the principal can obtain additional pertinent information (about the lesson itself or any teaching methods used which he/she did not observe) to rate the educator *after* the conference.

7. Submit the Classroom Observation Instrument to the educator for her/his signature after the observation conference.

8. Obtain signed Classroom Observation Instruments from the teacher/peer group member and distribute the copies: teacher/peer group member — pink copy; instructional supervisor — white copy; associate superintendent — goldenrod copy; principal — yellow copy.

9. Coordinate observations and conferences conducted by the Instructional Supervisors and Associate/Deputy Superintendents.

10. Set and coordinate a meeting of the assessment team to determine final ratings on the Summary Assessment Record, the Management and Professional Characteristics Instrument, complete the Justification Form, and develop a Growth Improvement Plan or Professional Refinement Plan.

11. Set and coordinate a Summary Conference with the teacher/peer group member and assessment team.

12. Write the Summary Comments on the Summary Assessment Record or the Memorandum of Record of the Summary Conference (Appendix H) for teachers/peer group members who are given a Growth Improvement Plan.

13. Coordinate the monitoring of the Growth Improvement Plan.

14. Distribute copies of the Summary Assessment Record after post assessment.

    White — Area Deputy Superintendent who forwards the Summary Assessment Report to the Personnel Services Office
    Pink — Teacher/Peer Group Member
    Yellow — School Files
    Goldenrod — Associate Superintendent

Instructional Supervisor or Central Office Department Administrator

1. Assist the principal in determining a list of teachers/peer group member and professional staff members to be assessed for the next three school years.

2. Conduct a minimum of one 30-minute observation of each teacher/peer group member who is to be assessed. The instructional supervisor may observe alone.

3. Conduct and invite the principal to the post-observation conference with the teacher when the principal did not observe the teacher/peer group member. The principal is not required to attend the conference.

4. After the conference, mark the official ratings on the Classroom Observation Instrument and submit the Instrument to the Principal. The principal obtains the teacher's/peer group member's signature and distributes copies: teacher/peer group member — pink; instructional supervisor — white; associate superintendent — goldenrod; principal — yellow.

5. Attend the team meeting to determine ratings on the Summary Assessment Record, the Management and Professional Characteristics Instrument, complete the Justification Form, and develop a Growth Improvement Plan or Professional Refinement Plan.

6. Attend the Summary Conference if necessary.

7. Assist in monitoring the Growth Plan if assigned.

Associate Superintendent

1. Assist the principal in determining a list of teachers and professional staff members to be assessed for the next three years.

2. Conduct a minimum of one 30-minute classroom observation of each teacher/peer as previously determined by the tri-dimensional team and as requested by the bi-dimensional team (principal and instructional supervisor). The associate superintendent may observe alone.

3. Conduct and invite the principal to the post-observation conference. The principal is not required to attend.

4. After the conference, mark the official ratings on the Classroom Observation Instrument and submit to the principal. The principal obtains the teacher's/peer group member's signature and distributes copies: teacher/peer group member — pink; instructional supervisor — white; associate superintendent —goldenrod; principal — yellow.

5. Review with the Deputy Superintendent all teachers/peer group members the Associate Superintendent has observed.

6. Meet with the assessment team to complete the Summary Assessment Record, the Management and Professional Characteristics Instrument, the Justification Form, and the Growth Improvement Plan or Professional Refinement Plan of Teachers observed.

7. Attend only the Summary Conferences of teachers/peer group members observed.

8. Monitor the Growth Improvement Plan if indicated on the plan.

Deputy Superintendent

1. Approve the list of teachers/peer group members to be assessed and assessment teams as determined by the tri-dimensional team.

2. Conduct one 30-minute observation of each teacher/peer group member (elementary, middle school, and high school) as requested by the tri-dimensional team (principal, instructional supervisor and associate superintendent). The deputy superintendent may observe alone.

3. Conduct and invite the principal to the post-observation conference.

4. After the conference, mark the official ratings on the Classroom Observation Instrument and submit to the principal. The principal will obtain the teacher's/peer group member's signature and distribute copies: teacher/peer group member — pink; instructional supervisor — white; deputy superintendent —goldenrod; principal — yellow.

5. Meet with the assessment team to complete the Summary Assessment Record, the Management and Professional Characteristics Instrument, the Justification Form, and the Growth Improvement Plan on teachers/peer group members observed.

6. Attend the Summary Conferences of teachers/peer group members observed.

7. Review with the associate superintendent all teachers/peer group members the associates have observed to determine if the Deputy needs to become involved in the assessment.

Assessees: Personnel To Be Assessed

The tri-dimensional team will review all teachers/peer group members who are assigned to the campus, including itinerant teachers/peer group members, to determine who will be assessed for the school year. The tri-dimensional team is to list each staff member assigned to the building with his/her last assessment date. From the list, the team determines a three-year projection and/or update of assessment schedules. This three-year assessment schedule projection is to be sent to the Area Office. The team also determines the assessor(s) for the present school year's assessments. The following guidelines are to be used to determine the assessees and assessors. The deputy superintendent becomes a part of the assessment team when requested by the tri-dimensional team.

GROUP	ASSESSORS
1. All probationary teachers/peer group members are to be assessed for three years until a continuing contract is granted.	
a. First-year teachers/peer group members	Principal; Instructional Supervisor; Associate Superintendent
b. All other probationary teachers/peer group members (second, third, fourth-year teachers/peer group members and those returned to probationary status)	Principal or Assistant Principal**; Instructional Supervisor; when necessary, Associate Superintendent*
2. Teachers/peer group members on a Growth Improvement Plan from previous school year	Principal; Instructional Supervisor; Associate Superintendent
3. All continuing contract teachers/peer group members new to the building (transfers)	Principal or Assistant Principal**; Instructional Supervisor; when necessary, Associate Superintendent
4. One-third of the continuing contract teachers/peer group members	Principal or Assistant Principal**; Instructional Supervisor; when necessary, Associate Superintendent
5. Teachers/peer group members whose performances indicate a need for assessment in the judgment of a team member. Such assessment must be a consensus decision by all team members. Such assessments may be initiated at any time during the school year.	Principal Instructional Supervisor; and Associate/Deputy Superintendent*

* Associate/deputy superintendent is involved if a deficiency that would require a Growth Improvement Plan is identified by the other team members or if the associate/deputy superintendent wishes to be involved.

** The assistant principal may assess teachers/peer group members as designated by the tri-dimensional team in the review process; however, if a problem or deficiency is identified, the principal must become a part of the assessment team. The assistant principal may be designated by the principal to monitor the Growth Improvement Plan.

Assessment Instrument

Summary Assessment Record (Appendix A)

Section I contains basic information on the assessee: Name, Social Security number, grade assignment, campus, years in education, years at the present campus, and names of the assessors.

Section II contains the identified proficiences, the ratings for each proficiency, and summary comments by the teacher/peer group member and the assessors.

Section III contains signatures of the Assessment team members, and the teacher/peer group member and dates.

The major purpose of the Summary Assessment Record is to record the ratings of the proficiencies, the dates of proficiency certification on functional academic skills and content area skills, and an overall rating for the teacher/peer group member. On the Summary Pre- *and* Post-Assessment, a rating below a "3" on any *one* of the proficiencies on the Summary Assessment Record will prevent a teacher from being eligible for Second Mile Stipends. The teacher/peer group member is required to sign the Summary Assessment Record, but such signature does not imply agreement with its content. The principal is responsible for sending the original (white copy) to the Area Deputy Superintendent who must forward it to the Personnel Services Office and other copies to proper persons.

Classroom Observation Instrument (Appendix B)

Basic information of the assessee is at the top of the form. The remaining part contains the instructional proficiencies, elements of the proficiencies, and ratings for each element. The instructional proficiencies are

a. Effectively uses instructional time
b. Motivates students successfully
c. Increases productive student behavior
d. Demonstrates proficiency in subject area and written/oral language

The Classroom Observation Instrument is to be used by the assessors for the three required observations to assess any formal lessons presented to the classroom groups. It may also be used for informal classroom observations of teachers in the assessment cycle or informal classroom visits to any teacher's room by the principal, instructional supervisor, or associate superintendent.

Special Proficiencies for Learning Resources Specialists and Management and Professional Characteristics Instrument (Appendix C)

Basic information about the assessee is at the top of the form. The remaining part contains the special proficiencies and the management requirements and professional characteristics.

a. Selects print and non-print resources which reflects the priorities of the instructional program
b. Organizes Library Media Center
c. Plans and implements library skills instruction
d. Promotes effective use of the Library Media Center

e. Creates appropriate learning environment in the Library Media Center
f. Demonstrates adherence to established timelines and procedures
g. Encourages parent involvement
h. Demonstrates positive interpersonal relationships with staff and students

The Special Proficiencies and Management/Professional Characteristics Instrument, consisting of two pages, is to be used by the assessment team to rate the special proficiencies, management requirements, and professional characteristics.

Functional Academic Skills and Content Area Proficiency Certification

All professional, certified employees are required to meet functional academic skills and content area proficiency certification. Employees may meet functional academic skills proficiency by taking the Educational Testing Service Pre-Professional Skills Test (PPST), or the HISD Functional Academic Skills Test (FAST) and scoring above the cut-off scores. The cut-off scores on the PPST are 178 for reading, 172 for writing, and 174 for mathematics. Cut-off scores for the HISD FAST will be determined by November, 1983.

In addition, all teachers/peer group members are required to meet content area proficiency on the HISD Content Area Test. Cut-off scores will be determined by the HISD Research and Evaluation Department through a jury system method.

Teachers/peer group members must meet proficiency certification requirements within a two-year period beginning with the 1983-84 school year. New teachers will have two years to complete proficiency certification requirements from the beginning date of their employment. Those who do not meet proficiency certification requirements within the two-year period will have their salaries frozen. Those not meeting proficiency certification will *not* be eligible for Second Mile Stipends (see Second Mile Stipend Booklet).

Explanations of the Ratings

Before observing a teacher/peer group member, each assessor will be trained in the Teaching Frameworks (time effectiveness, student motivation, and productive student behavior) and the elements included as special proficiencies for each professional employee.

Assessors will be familiar with the learning resources specialists' assessment instrument, including all its descriptive indicators which explain the ratings of "1," "2," "3," and "4." Descriptive indicators are on the charts "Explanation of Proficiencies and Ratings for Learning Resources Specialists."

The rating explanations begin on page 12. N/A (not appropriate) is to be marked when the behavior was not appropriate for the teacher to use. For example, if the students are all behaving properly, the teacher should not use a negative reinforcement. If the students are attentive and giving appropriate responses to the teacher, the teacher does not try to raise the "level of concern." N/O (not observed) is to be marked when the observer did not see the behavior. For example, the observer may have entered the classroom after the teacher/peer group member began the lesson, so the observer did not see the teacher/peer group member use "focus." Therefore, N/O should be marked for "focus."

After observing and conferring with the teacher/peer group member, the assessor will mark the classroom observation instrument. These are the initial ratings. After all three assessors have observed and rated the teacher/peer group member, they will meet to discuss their observations of the teacher's/peer group member's performances.

Since they may have observed a wide variety of teaching techniques, their ratings may differ. The three assessors should *not necessarily* average their initial ratings when the numbers differ. Using their professional judgment, the assessors should reach a consensus on a rating for each of the five major categories of the Instructional Proficiencies on the Summary Assessment Record. Assessors should note that any initial rating of a "1" or "2" may influence the summary rating to be a "1" or a"2."

Using materials (schedules, memoranda, lesson plans, etc.) and the explanations of the proficiency elements, the assessors will rate the elements of the Special Proficiencies and Management/Professional Characteristics Proficiencies. The ratings of the elements are to be used to determine the ratings of the proficiencies under Special Proficiencies and Management/ Professional Characteristics. The element ratings are not necessarily averaged to rate the proficiency. A rating of a "1" or a "2" on an element may influence the Summary Proficiency Rating to be a "1" or a "2." The Summary Proficiency Ratings should be arrived at by consensus.

EXPLANATION OF SUMMARY ASSESSMENT RATINGS FOR PROFICIENCIES ON THE SUMMARY ASSESSMENT RECORD

Rating Number	Rating Notation	Explanation
4	High Quality Performance	Exemplary actions demonstrate high level performance in accomplishing proficiencies and position requirements
3	Professionally Competent Performance	Meets expectations for stated proficiencies and satisfies position requirements
2	Unsatisfactory Performance	Does not meet expectations for stated proficiencies; performance requires improvement
1	Ineffective Performance	Performs below an acceptable level for stated proficiencies; no significant improvement in performance has occurred.

EXPLANATIONS OF PROFICIENCIES AND RATINGS FOR LEARNING RESOURCES SPECIALISTS

I. SPECIAL PROFICIENCIES FOR LEARNING RESOURCES SPECIALISTS

A. SELECTS PRINT AND NON-PRINT RESOURCES WHICH REFLECT THE PRIORITIES OF THE INSTRUCTIONAL PROGRAM

	1	2	3	4
1. IDENTIFIES NEEDED RESOURCES	Rarely identifies needed resources	Inconsistently/inaccurately identifies needed resources	Identifies needed resources based on input from staff and students and knowledge of the curriculum	Effectively identifies resources which meet curriculum needs, reflect the priorities of the instructional program, and reflect input from staff and students

Explanation

Criteria for the selection of materials are based on the needs of the individual school, as determined from a knowledge of the curriculum, the instructional needs of students, and requests of administrators, teachers, students, and parents.

Examples

a. Obtains opinions from students, teachers, administrators, parents, and any other Library Media Center users

b. Examines the Library Media Center collection directly

c. Examines curriculum guides and bulletins

d. Attends grade level meetings, staff meetings, or inservice meetings relating to curricula

e. Checks lists, catalogs, bibliographies, and professional journals

f. Encourages faculty members and students to offer recommendations for news media

Means of Documentation (Any of these may serve as documentation)

. List of frequently asked research questions and/or teachers' requests for specific materials

. Copies of requests from students, parents, and teachers

. Compiled statistics on holdings, use, expenditures, i.e., inventory report, record of media lost or discarded

. Notes from meetings with teachers and administrators

. Interest surveys

. Bibliographies from curriculum manuals

	1	2	3	4
2. PARTICIPATES IN EVALUATION OF RESOURCES FOR QUALITY AND FOR INSTRUCTIONAL RELEVANCE	Barely evaluates resources	Inconsistently evaluates resources	Consistently evaluates resources following IMS selection policy and procedure	Effectively evaluates resources and coordinates personnel within the school to evaluate resources

Explanation

Resources are evaluated for authenticity, appropriateness to the instructional program, content, interest level, and technical quality. See the IMS Handbook for specific selection policy.

Examples

a. Uses reputable reviewing tools to identify needed resources

b. Attends IMS exhibits of media throughout the year

c. Participates in evaluating new media sent for preview from IMS

d. Organizes committees of faculty members to evaluate media to be considered for inclusion in the Library Media Center's collection and in the HISD film library

e. Notifies staff of IMS special exhibits of media throughout the year

f. Provides staff with definite instructions regarding selection procedures

g. Provides staff with reputable, professionally-prepared media selection aids, i.e., journals, promotional materials, professional bibliographies, etc.

Means of Documentation (Any of these may serve as documentation)

. Records of inservice meetings attended for previewing materials

. Lists of materials that have been previewed or evaluated by the Learning Resources Specialist

. Lists of materials evaluated by other staff members and coordinated by the Learning Resources Specialist

	1	2	3	4
3. ACQUIRES MEDIA WHICH SUPPORTS THE INSTRUCTIONAL PROGRAM OF THE SCHOOL	Rarely acquires new library media	Acquires library media which do not support instructional program of the school	Acquires library media which meets the needs of the instructional program	Acquires library media appropriate to needs of the instructional program and borrows additional resources from other sources to supplement the instructional program as needs dictate

Explanation

Library media is selected cooperatively by the Learning Resources Specialist in consultation with the administration, faculty, students, and patrons of the individual school (HISD Administrative Procedures No. 672.110). Final recommendations for purchase rest with the Learning Resources Specialist and the Principal.

Examples

a. Selects media resources suitable for the grade and interest level at which they are used

b. Selects media resources representing a wide range of levels of difficulty, diversity of appeal, and presentation of different points of view

c. Selects media of a multicultural nature

d. Selects media that implements, enriches, and supports the instructional program of the school

f. Aggressively seeks materials available at other HISD Resource Centers, Public Library, Region IV, etc.

g. Makes arrangements for guest speakers

Means of Documentation (Any of these may serve as documentation)

. Copies of book and audiovisual orders

. Records of materials borrowed from other sources such as the Public Library, NASA, or District Resource Centers

B. ORGANIZES THE LIBRARY MEDIA CENTER

	1	2	3	4
1. ORGANIZES THE LIBRARY MEDIA CENTER TO HELP MEET THE USERS' NEEDS	Rarely organizes the Library Media Center to help meet users' needs	Ineffectively organizes the Library Media Center	Organizes the Library Media Center to meet users' needs	Operates an effective, well-organized Library Media Center that consistently meets users' needs

Examples

a. Arranges media according to the Dewey Decimal system of classification and alphabetical classification

b. Marks clearly reference books and any special collections of books

c. Marks clearly all audiovisual media

d. Keeps current issues of magazines on open display and maintains at least a three-year file of back issues of periodicals designated as important by the *Readers' Guide to Periodical Literature*

e. Unpacks, checks, stamps ownership, cross-checks with enclosed catalog cards all media ordered from the IMS exhibit list; files all catalog cards for each piece of media

f. Maintains an up-to-date shelf-list file, containing a listing of all media in the Library Media Center, their cost and/or funding sources

g. Maintains a card catalog of all media in the Library Media Center

h. Arranges for processing of all media ordered directly from publishers, including all steps in point e. above; assigns call number and subject headings; types card catalog cards, shelf-list card, circulation card, pocket, and spine label; covers books with mylar jackets

i. Establishes circulation procedures and a circulation file

j. Develops and carries out procedures for notifying users of overdue materials; collects overdue fines (at the secondary level)

k. Clears library records whenever a student transfers out or drops out of school, i.e., checks circulation cards for student's name, checks shelf-list file for price(s) of any lost materials, and completes district form

l. Checks returned media for damage; mends or discards damaged magazines and books; sends damaged equipment to central warehouse; reshelves undamaged media

m. Performs minor maintenance, upon teacher request or as needed, such as replacing projection lamps

Means of Documentation (Any of these may serve as documentation)

. Copies of inventory report

. Observation of the physical organization of the Library Media Center

. Copies of all forms and reports

. Circulation records

. Shelf-list file

. Card catalog

	1	2	3	4
2. MAINTAINS AN INVENTORY OF THE LIBRARY MEDIA CENTER'S RESOURCES	Does not maintain an inventory	Maintains an incomplete/inaccurate inventory	Maintains a complete, accurate inventory of the Library Media Center	Maintains an accurate well-organized inventory of the Library Media Center's resources prepared in a timely manner

Explanation

The Learning Resources Specialist submits an annual inventory report. After the physical count of the Library Media Center collection is completed, the annual inventory report is completed and signed by the principal and by the Learning Resources Specialist. One copy of the report is sent to Instructional Media Services on the date specified, one copy is kept in the Learning Resources Specialist's file, and a third copy is kept in the principal's file. This inventory is generally due at the end of the school year.

Examples (See the *IMS Handbook* for specific steps in the inventory procedure)

a. Keeps an accurate shelf-list file of all media

b. Records all missing media and the year, i.e., "MI'83"

d. Keeps card catalog current

e. Assists the principal in keeping an equipment inventory

f. Evaluates equipment for removal with the principal's approval

g. Keeps separate records of all media acquired with federal funds; keeps records of lost, withdrawn materials which were purchased with federal funds

h. Keeps the collection current by the process of weeding

Means of Documentation (Any of these may serve as documentation)

. Copy of the inventory report (if the Learning Resources Specialist was working at the school the previous year)

. Shelf-list file

. Card catalog

C. PLANS AND IMPLEMENTS LIBRARY SKILLS INSTRUCTION

	1	2	3	4
1. PLANS LIBRARY ACTIVITIES IN CONJUNCTION WITH TEACHERS AND ADMINIS—TRATORS	Rarely cooperates with staff in planning library activities	Inconsistently co-operates with staff in planning library activities	Consistently plans library activities in co-operation with staff	Takes initiative in planning with staff to provide library activities and enriched classroom instruction

Examples

a. Consults with teachers on a regular basis to relate the library skills instruction to the curriculum

b. Selects appropriate media for student use in the Library Media Center

c. Reserves materials for special projects upon request

d. Provides bibliographies related to classroom projects or related to special student needs and interests

e. Gives guidance and suggestions to teachers in selecting and producing media appropriate to the curriculum

f. Coordinates the use of films from the HISD Film Library

g. Promotes the use of educational television as it relates to the curriculum

h. Publicizes services from the HISD Professional Library and Resource Centers and the Public Library

i. Organizes special activities, such as book fairs or film festivals

j. Sets aside sufficient planning time in his/her weekly schedule to allow for joint planning with teachers

Means of Documentation (Any of these may serve as documentation)

. Lesson plans

. Records of meetings with teachers and administrators

. Memoranda sent to staff about Library Media Center activities

. Articles in School newsletters, school newspapers, or PTA newsletters

. Records of media ordered from other sources, such as District Resource Centers

. Inservice meetings with teachers and other Learning Resources Specialists

	1	2	3	4
2. PROVIDES GROUP INSTRUCTION AND USER GUIDANCE IN LOCATING RESOURCES IN THE LIBRARY MEDIA CENTER (LOCATION SKILLS)	Rarely provides instruction in location skills	Inconsistently/ineffectively provides instruction in location skills	Consistently provides instruction in location skills	Takes initiative to provide well organized, effective curriculum related instruction in location skills

Explanation

Location skills teach the organization of materials in the Library Media Center.

Examples

a. Library Media Center rules and procedures (Orientation)

b. Alphabetical order

c. Call number arrangement of fiction and nonfiction books

d. Use of Dewey Decimal System

e. Location of reference collection

f. Use of card catalog

g. Location of periodicals

h. Location of audiovisual materials

i. Location and operation of AV equipment

Means of Documentation (Any of these may serve as documentation)

. Lesson plans

. Chart or handbook of Library Media Center rules and procedures

. Clearly labeled media and shelves

. Direction or information signs or posters

. Observation of student use of Library Media Center resources

	1	2	3	4
3. PROVIDES GROUP INSTRUCTION AND USER GUIDANCE IN REFERENCE/ STUDY SKILLS AND RESEARCH TECHNIQUES	Rarely provides instruction in reference skills and research techniques	Inconsistently/ineffectively provides instruction in reference skills and research techniques	Consistently provides instruction upon prior request from staff in reference skills and research techniques	Takes initiative in cooperation with staff to provide well-organized, effective instruction in reference skills and research techniques

EXPLANATION

Reference and study skills teach students to recognize and use the sources of information available to them. Research techniques help them to organize information into report form.

Examples

a. Identification and use of parts of a book, i.e., title page, table of contents, index, glossary, bibliographies, appendices, footnotes

b. Identification and use of reference books, i.e., dictionaries, encyclopedias, atlases, almanacs, specialized bibliographical tools

c. Use of *Readers Guide to Periodical Literature* and other specialized indexes

d. Use of AV equipment, i.e., filmstrip viewers, microfilm readers, microcomputers

e. Development of bibliography of resources used

f. Note taking

g. Presentation of research in written or oral form

Means of Documentation (Any of these may serve as documentation)

. Lesson plans

. Displays of research projects or written reports

. Observation of students using reference materials

. Clearly marked reference section

. Circulation records of reference materials

	1	2	3	4
4. PROVIDES GROUP INSTSRUCTION AND USER GUIDANCE IN PRINT AND NONPRINT MEDIA INTERPRETATION SKILLS	Rarely provides instruction in media interpretation skills	Inconsistently/ineffectively provides instruction in media interpretation skills	Consistently provides instruction in media interpretation skills in cooperation with staff	Takes initiative to provide well-organized, effective instruction in media interpretation skills

EXPLANATION

Media interpretation skills enable students to become discriminating users of various types of literature and other media. This includes the development of listening and viewing skills, as well as reading skills. Evaluation and interpretation techniques help students develop lifetime skills for the selection and use of media for information and recreation.

EXAMPLES

a. Recognizes various forms of fiction, i.e., humorous stories, mystery stories, animal stories, historical fiction, modern realistic fiction, science fiction, fantasy

b. Recognizes various forms of folk literature, i.e., folk tales, fairy tales, fables, myths, and legends

c. Recognizes various forms of nonfiction, i.e., science, biography, history

d. Distinguishs between fiction and nonfiction

e. Distinguishs between fact and opinion

f. Responds to stories or poetry read aloud

g. Recognizes various techniques of book illustration

h. Recalls, summarizes, paraphrase, and extends what is listened to and viewed

i. Interprets and expresses evaluations of media presentations

j. Recognizes a variety of authors and their words

k. Recognizes the author's purpose

l. Operates equipment in order to view media

m. Compares and contrasts various types of media

n Discriminates and selects appropriate media

Means of Documentation (Any of these may serve as documentation)

. Lesson plans

. Circulation records (students are able to select books and other media to satisfy recreational and instructional needs)

. Book displays, bulletin boards and exhibits of media

. Lists of books read aloud or audiovisual media listened to and viewed by students

. Puppet shows, videotapes, plays, or other media productions with student participation

. Book talks, storytelling, film presentations

. Book clubs or contests

. Audiovisual media produced by students

. Book reports or reading records

D. PROMOTES EFFECTIVE USE OF LIBRARY MEDIA CENTER

	1	2	3	4
1. INFORMS SCHOOL STAFF OF THE RESOURCES AND SERVICES OF THE LIBRARY MEDIA CENTER	Rarely informs staff of available resources and services	Inconsistently/ineffectively informs staff of the available resources	Consistently informs staff of available resources and services	In addition informs staff of other available resources and services

Example

a. Posts bulletins regarding the resources and services of the Library Media Center

b. Sends memoranda to staff informing them of new materials, special programs, or additional services of the Library Media Center

c. Writes items for the school newsletter informing staff of library resources

d. Makes announcements, written or oral, at faculty meetings, grade level, or departmental meetings informing staff of library resources

e. Prepares bibliographies of new materials or media related to specific subject areas

f. Conducts conferences or conversations with staff members informing them of resources, new media, or services of the Library Media Center

g. Maintains a collection of catalogs for the various HISD Resource Centers and catalogs of other community resources

Means of Documentation (Any of these may serve as documentation)

. Newsletters

. Memoranda to administrators and faculty

. Announcements at department, grade level, or faculty meetings

. Records (or notes) of meetings with teachers

. Open houses, book fairs, or any other special activities

. Bibliographies of new materials or of materials gathered related to subjects requested by teachers

. Informal meeetings recorded on calendar or daily log

	1	2	3	4
2. SCHEDULES THE LIBRARY MEDIA CENTER EFFECTIVELY	Rarely schedules the Library Media Center's use	Inconsistently/ineffectively schedules the Library Media Center's use	Consistently schedules the Library Media Center's use	Effectively schedules the Library Media Center's use; encourages teachers' scheduling of activities in LMC

Explanation

The Learning Resources Specialist schedules the use of the Library Media Center's space and materials.

With assistance from the principal and input from the staff, the Learning Resources specialist schedules the weekly use of the Library Media Center to provide for individual, small group, and large group activities.

The schedule is influenced by the school's enrollment, the size of the Library Media Center, and the number of days per week the Learning Resources Specialist is employed in a school.

Means of Documentation (Any of these may serve as documentation)

. Weekly schedule of the Learning Resources Specialist

. Lesson plans

. Daily log

	1	2	3	4
3. TRAINS AND SUPERVISES THE LIBRARY MEDIA CENTER'S STUDENT ASSISTANTS COMMUNITY VOLUNTEERS, AND/OR LIBRARY CLERKS	Makes little effort to train or supervise the Library Media Center's student assistants, clerks, or volunteers	Inconsistently/ineffectively trains and supervises student assistants, clerks, or volunteers	Consistently trains and supervises student assistants, clerks, or volunteers	Consistently trains and supervises student assistants, clerks, or volunteers in an organized and exceptional manner

Explanation

The Learning Resources Specialist provides formal or informal on-the-job training for all assistants, clerks, and volunteers. The Learning Resources Specialist supervises them, giving them routine work that is suited to their level of training. The Learning Resources Specialist organizes the assistants, clerks, and volunteers' tasks.

The library clerk is a paid employee of the school district and therefore, reports to the Learning Resources Specialist for job duties (as specified in the IMS Handbook). The Learning Resources Specialist may serve as a resource person to the administrator who evaluates the clerk.

Means of Documentation (Any of these may serve as documentation)

. Daily schedule, notes for training

. Duplicated materials used for training

. Informal observations of training or supervision

	1	2	3	4
4. PUBLICIZES THE SERVICES OF THE LIBRARY MEDIA CENTER WITHIN THE SCHOOL AND THROUGHOUT THE COMMUNITY	Rarely publicizes the services of the Library Media Center	Inconsistently publicizes the services of the Library Media Center	Consistently publicizes the services of Library Media Center	Uses initiative and creativity in publicizing the services of the Library Media Center

Examples

a. Bulletin boards, displays, or exhibits

b. Slides, photographs, or videotapes or library activities

c. Conducts interest surveys for students

d. Bookmarks or handouts carried home by students

e. Articles in school newsletters or in commercial news media

f. Written reports to staff and administrators

g. Written or verbal announcements at staff or parent meetings

h. Open house in the Library Media Center during PTA meetings or on Operation Fail-Safe days

i. Special programs, such as book fairs, book clubs, contests, etc.

j. Works with parent and student volunteers

k. Refers newly acquired resources to students who have expressed interest

l. Periodically checks with teachers to determine student assignments which may be supported with library resources

m. Publicizes resources with students and offers assistance to students who come to the Library Media Center

n. Periodially checks with teachers to determine which resources are available to support classroom instruction

o. Prepares bibliographies requested by teachers

p. Publicizes resources with teachers

Means of Documentation (Any of these may serve as documentation)

Some of the best Library Media Center publicity is indirect. When students carry books home they have borrowed, this is visible evidence of use of the Library Media Center.

Any of the examples listed above may serve as documentation for this proficiency.

	1	2	3	4
1. MAINTAINS GOOD HOUSE-KEEPING IN THE LIBRARY MEDIA CENTER	Library is messy and cluttered; trash is on the floor	Library is messy and cluttered	Library is clean and neat; floor is uncluttered	Library is neat and clean; and floor is uncluttered; students follow procedures to keep a neat Library Media Center
2. MAINTAINS APPROPRIATE BULLETIN BOARDS; INTEREST CENTERS AND DISPLAYS	Bulletin boards, interest centers, and displays are rarely used	Bulletin boards, interest centers, and displays are inappropriate	Bulletin boards, interest centers, and displays are attractive and timely	Bulletin boards, interest centers, and displays are attractive, timely, and creative
3. MAINTAINS BOOKSHELVES AND AUDIOVISUAL STORAGE AREAS FOR EFFICIENT LOCATION	Maintains messy shelves and AV storage areas; items are out of order so that one cannot find materials	Maintains messy shelves and AV storage areas	Maintains neat, orderly shelves and AV storage	Maintains neat, orderly shelves and AV storage areas are so that anyone can find necessary materials

II. OBSERVED INSTRUCTIONAL PROFICIENCIES

A. USES INSTRUCTIONAL TIME EFFECTIVELY*

	1	2	3	4
1. FOLLOWS LESSON BASED ON HISD CURRICULUM AND OBJECTIVES	Does not follow lesson plans based on HISD curriculum and objectives; students' work does not reflect stated plans	Follows lesson plans based on HISD curriculum most of the time	Follows lesson plans based on HISD curriculum daily; marks completed items on plans so that anyone can tell what has been taught; students' work reflects plans as written	Follows lesson plans based on HISD curriculum daily; plans reflect students' needs; paces instruction to meet students' needs and curriculum objectives, as shown in plans
2. FOCUSES STUDENTS' ATTENTION	Does not attempt to focus (engage) students' attention at the beginning of the lesson; prefaces lesson with insufficient focusing remarks; misjudges students' needs for focusing	Attempts to focus students' attention, but remarks are trite and unrelated to the lesson's objective	Focuses students' attention effectively; relates remarks to lesson's objective	Focuses attention in an interesting, motivating way; uses unique questions, remarks, or activities to gain attention; keeps students' interest levels high

*Shirley A. Johnson, *Assessing the Effects of Instructional Supervision Training on Principals,* unpublished doctoral dissertation, University of Houston, 1982.

3. COMMUNICATES OBJECTIVE, PURPOSE	Does not state objective and purpose; is unable to justify instructional input to students	Is vague in stating objective and/or purpose; appears to be unsure of lesson's objective and purpose him/herself	States a definite objective and a purpose for the instruction; relates objective and purpose to instructional input	States a clearly achievable objective and reasonable purpose for the instruction; clearly and convincingly relates both to instructional input
4. RELATES ALL INFORMATION TO OBJECTIVES	Does not relate instructional input of the lesson to the objective/s	Gives some instruction related to objective/s; occasionally confuses students by giving too much instructional input (data, facts); sometimes confuses students by giving input irrelevant to objective	Gives sufficient instructional input for students to achieve the objective of the lesson	Gives concise, interesting instructional input that clearly aids students in the achievement of the objective; relates input to specific and overall educational objectives
5. USES MODELING	Does not use models to illustrate the lesson; uses incorrect modeling or incomplete modeling	Uses insufficient modeling; uses irrelevant examples unrelated to the lesson; does not clearly relate modeling to overall objective/s of the lesson	Uses good modeling techniques to help students understand and imitate correct learning behaviors; clearly relates modeling to overall objective of the instruction	Uses effective, interesting modeling designed to help students achieve the objective/s of the instruction; clearly relates modeling to overall objective
6. MONITORS STUDENTS' COMPREHENSION AND ADJUSTS METHODS BEFORE INTRODUCING NEW MATERIAL	Does not monitor students' comprehension; does not adjust input before starting new material	Uses ineffective techniques for monitoring and adjusting	Uses sufficient monitoring; adjusts plans and methods to meet students' need	Varies monitoring strategies; is aware of individual student's needs and adjusts methods and plans whenever necessary
7. GUIDED PRACTICE	Does not provide guided practice or allows little time for practice; is unavailable to students	Provides guided practice which is not clearly related to the objective; attempts guided practice	Provides guided practice that clearly aids students to achieve the objective	Provides students with unique, effective practice so that they achieve the objective
B. MOTIVATES STUDENTS SUCCESSFULLY*				
	1	2	3	4
1. RELATES LEARNING ACTIVITIES TO STUDENTS' INTERESTS	Relates few activities to students' interests	Relates some activities to students' interests; stimulates some students	Designs activities related to the interests of most students	Designs activities that reflect students' interests; uses individuals' interests in activities
2. OFFERS VARIED LEARNING ACTIVITIES	Uses the same activities each day	Varies some activities over a period of several months	Provides several different types of activities that engage the majority of students	Uses a wide variety of activities; maintains high student interest level

*Johnson, doctoral dissertation

3. MAKES INVOLVEMENT PART OF LEARNING	Involves only a few students; the majority of the students are passive or involved in other tasks	Involves some of the students; others are passive or doing work unrelated to the lesson	Involves a majority of students in the activity	Involves all students in the learning activity; students appear eager to continue
4. INCREASES OR DECREASES LEVEL OF CONCERN	Makes no attempt to alter level of concern when needed, or uses incorrect level of concern	Drastically alters level of concern, or does not adjust level of concern as needed	Adjusts level of concern so that students work hard without being frustrated	Adjusts levels of concern to meet students' needs
5. USES PLEASANT FEELING TONE	Fails to adjust feeling tone to situation, or uses neutral tone	Uses pleasant tone inappropriately; overuses negative tones; lacks commitment, excitement	Adjusts pleasant and negative tones appropriately	Blends effective feeling tones for a productive, positive atmosphere
6. PROVIDES KNOWLEDGE OF RESULTS	Provides students with little or no feedback; provides harsh criticism or meaningless feedback	Provides general feedback that is not specific enough	Provides specific feedback; provides constructive criticism	Provides immediate and consistent feedback; provides constructive criticism that motivates students to try harder
7. SETS TASKS FOR STUDENTS' SUCCESS	Does not plan tasks so that students can succeed	Provides some activities that are too hard; or provides activities to easy	Builds elements of success in questions and activities	Expects students to complete activities successfully; designs all tasks for students' success
8. SETS TASKS AT CORRECT LEVEL OF DIFFICULTY	Is unaware when assignments are too difficult; does not subdivide tasks	Notices when assignments are too difficult; does not subdivide tasks	Recognizes when assignments are too difficult; subdivides them into smaller tasks	Plans assignments so that tasks are subdivided into sequenced subtasks as needed for skill development
9. SUPPLIES PROMPTS	Does not recognize when students need prompts; does supply prompts	Recognizes when students need prompts but does not supply the the correct prompts for students' success	Supplies correct prompts so that students can complete work successfully	Immediately recognizes when students need assistance and supplies the proper prompts to students' answers, helping them to succeed
C. INCREASES PRODUCTIVE STUDENT BEHAVIOR*				
	1	2	3	4
1. PRAISES STUDENTS FOR APPROPRIATE BEHAVIOR	Does not use reinforcement	Uses general reinforcers; chooses an inappropriate reinforcer for the group/student	Varies reinforcers used within the lesson	Determines appropriate reinforcer for each student

*Johnson, doctoral dissertation

2. INFORMS STUDENTS OF PROGRESS	Seems insincere; praises poor work, or does not praise good work	Reinforces difficult tasks only, or provides insufficient reinforcement	Recognizes progress even through work is imperfect; gives sufficient reinforcement	Provides effective, positive reinforcement for productive behavior; makes sure all students understand their own progress
3. VARIES PRAISE WORDS	Uses no praise words	Uses the same praise word throughout the lesson	Uses several different praise words	Uses many different praise words and behaviors; uses varied, appropriate methods of praise
4. REINFORCES NEGATIVELY INAPPROPRIATE BEHAVIORS	Confuses negative reinforcements with punishment; positively reinforces inappropriate behaviors	Does not identify unacceptable behavior; overuses or underuses negative reinforcement	Identifies unacceptable behavior; explains proper behavior; uses negative reinforcement at right times	Provides effective balance of negative reinforcers for inappropriate behavior with clearly stated behavioral
5. FOLLOWS NEGATIVE WITH POSITIVE REINFORCERS	Never follows negative reinforcers with positive reinforcers	Sometimes follows negative reinforcers with positive reinforcers	Uses a positive reinforcer soon after a negative reinforcer	Uses a positive reinforcer soon after a negative reinforcer so that students' inappropriate behaviors change to productive behaviors
6. IGNORES ATTENTION-GETTING BEHAVIOR	Does not attempt extinction; pays attention to the smallest distractions	Attempts extinction but uses facial expressions that contradict extinction	Uses extinction techniques adequately	Makes no visible or audible response to attention-getting behavior; is successful in use of extinction
7 IS SPECIFIC WHEN REINFORCING A BEHAVIOR	Reinforces in general terms so that students are unaware of expected behaviors	Seldom mentions the specific desired behavior; reinforces in general terms	Often clearly reinforces the desired behavior, using specific language and/or cues	Always mentions the specific behavior being reinforced; uses specific language and/or cues effectively
8. USES APPROPRIATE REINFORCEMENT SCHEDULE	Does not use an appropriate reinforcement schedule	Provides schedule for one kind of reinforcer only	Provides adequate schedule for reinforcing and maintaining new behaviors	Provides effective schedule for reinforcing and maintaining new behaviors

D. DEMONSTRATES PROFICIENCY IN SUBJECT AREA (LIBRARY SCIENCE SKILLS)

	1	2	3	4
1. DEMONSTRATES SOUND KNOWLEDGE OF LIBRARY SKILLS	Demonstrates limited knowledge of library skills; causes others to become confused	Demonstrates limited knowledge of library skills	Helps others to demonstrate acquired knowledge of library skills	Clearly articulates library information so that students, staff, and parents are able to use the library resources effectively

Examples

a. Helps users locate books, magazine articles, articles in the vertical file, records, tapes, slides, films, and videotapes.

b. Teaches users how to use the card catalog, the *Reader's Guide*, encyclopedias, and other reference books, i.e., atlases, almanacs, and specialized literary, scientific, and historical references.

c. Teaches users how to locate materials using the Dewey Decimal Classification System and alphabetical indexes.

d. Teaches users about research techniques relevant to their needs.

e. Works closely with staff in determining needs within curricula before ordering new materials.

f. Is ready with suggestions to help teachers develop new techniques of instruction using varied media.

g. Meets regularly with the principal to update him/her on Library Media Center services and needs, and to discuss ideas for more efficient use of the Library Media Center.

h. Encourages faculty and administrators to offer suggestions for improvements in the Library Media Center and its services.

	1	2	3	4
2. USES AUDIOVISUAL EQUIPMENT	Does not use or know how to operate basic audiovisual equipment	Uses some equipment, but does not know how to operate all basic audiovisual equipment	Uses audiovisual equipment effectively in lessons, inservices, etc.	Teaches audiovisual equipment use so that students and staff can use equipment independently

Explanation

The Learning Resources Specialist knows how to use and how to teach others to use basic audiovisual equipment (16mm projector, filmstrip projector, overhead, tape recorder/player, etc.)

E. DEMONSTRATES PROFICIENCIES IN ORAL/WRITTENN LANGUAGE

	1	2	3	4
1. PRONOUNCES WORDS CORRECTLY	Pronounces words poorly, causing others to become confused	Pronounces words indistinctly; occasionally pronounces words incorrectly	Pronounces words clearly and correctly	Pronounces words distinctly, carefully, and correctly
2. USES GRAM MATICALLY CORRECT ENGLISH	1 Speaks English at a substandard level so that others cannot understand communications and become confused	2 Frequently makes grammatical errors in spoken English	3 Uses standard, correct grammar in spoken English	4 Communicates effectively and persuasively so that others understand and respond favorably
3. USES RULES OF SPELLING, PUNCTUATION, AND GRAMMAR IN ALL WRITTEN MATERIALS	1 Writes at a level that is below professional standards; needs a great deal of work on written English skills; writes illegibly	2 Frequently makes errors in spelling, punctuation, and/or grammar; English skills require improvement; occasionally writes illegibly	3 Writes competently; seldom makes errors in spelling, puntuation, and/or grammar; consistently writes legibly	4 Writes effectively and concisely; uses specific, clear vocabulary and follows all rules of spelling, punctuation, and grammar; writes legibly and neatly

Means of Documentation (Any of these may serve as documentation.)

. Copies of memoranda or any duplicated materials

. Copies of newsletters

. Copies of letters to parents

. Observations of oral presentations to staff and students

. Test scores from basic skills tests

. Observations of teaching lessons

III. MANAGEMENT SKILLS AND PROFESSIONAL CHARACTERISTICS

A. DEMONSTRATES ADHERENCE TO ESTABLISHED TIMELINES AND PROCEDURES

	1	2	3	4
1. EXPENDS ALL BUDGET ALLOCATIONS WITHIN THE ESTABLISHED TIMELINES	Never expends budget allocations within the established timelines; wastes money or does not spend wisely	Seldom expends budget allocations within the established timelines; sometimes wastes money or does not spend wisely	Expends budget allocations within the established timelines; plans expenditures to meet users' needs	Expends budget allocations before established timelines; also projects additional budget needs

Explanation

All media purchases involving Houston Independent School District budgeted monies are made through Instructional Media Services. The Learning Resources Specialist orders media so that all budgeted money for his/her Library Media Center is spent within the timelines specified by Instructional Media Services.

Purchases made with school funds originate from the individual school and are agreed upon by the principal and the Learning Resources Specialist.

Means of Documentation

. Dated orders from Instructional Media Services

	1	2	3	4
2. ATTENDS ALL REQUIRED INSERVICE MEETINGS	Never attends required inservice meetings	Seldom attends required inservice meetings	Attends all required inservice meetings	Attends workshops and conferences in addition to required inservice meetings

Explanation

Inservice meetings are required by the principals, area officers, curriculum directors (IMS), directors of employee development, and directors of special services.

Additional workshops and conferences are optional IMS workshops and/or meetings outside the district.

Means of Documentation (Any of these may serve as documentation.)

. Calendar or log of inservice meetings attended

. Records of inservice attendance

. Agendas or notes taken at inservice meetings or workshops

. Agendas or notes taken at workshops or conferences outside the district

	1	2	3	4
3. COMPLETES REPORTS ACCURATELY AND ON TIME	Files inaccurate and/or incomplete reports a majority of the time; usually files reports late	Frequently files inaccurate and/or incomplete reports; frequently files reports late	Consistently files accurate and complete reports on time	Always files accurate and complete reports on time

Explanation

The Learning Resources Specialist is required to fill out forms and to write reports required at the building level and required by instructional Media Services. All forms, orders, and reports must be completed according to directions/guidelines. Reports need to be filed on or before deadlines to promote better districtwide services.

Examples

Learning Resources Specialists must complete:

Annual Inventory Report
Book Evaluation Forms
Audiovisual Materials Evaluation Forms
Summary Reports of Teachers' Media Evaluation Forms

Library Book Order Forms from Exhibit Materials
Audiovisual Materials Order Forms from Exhibit Materials
Library Book Order Forms for Books Not on Exhibit
Audiovisual Materials Order Forms for Materials Not on Exhibit
Reports on Discrepancies in Materials Received
Receipts for Deliveries of Materials
Forms for Rebinding of Books
Materials and Supplies Requisitions
Warehouse Return Request Forms
Requests for Production and Non-Production Supplies
Equipment Transfer Forms—for repair or replacement
Maintenance Repair Forms
Burglary/Damage Reports
Circulation Reports
Attendance Reports
Tabulation of Monies Collected from Pupils' Forms

Means of Documentation

. Dated reports, forms, invoices, and inventory reports

	1	2	3	4
4. COMPLETES LESSON PLANS ON TIME; FOLLOWS DISTRICT CURRICULUM IN LESSON PLANS	Rarely completes lesson plans on time; does not follow HISD curriculum in plans	Inconsistents completes lesson plans on time; seldom follows HISD curriculum in plans	Consistently completes adequate lesson plans on time; follows HISD curriculum in plans	Always completes lesson plans on time; always follows HISD curriculum in plans

Explanation

While the classroom teachers have primary responsibility for teaching study/library skills, the Learning Resources Specialist cooperates with the teachers to integrate the library skills with the curricula to give immediate, practical applications of these skills.

Learning Resources Specialist's lesson plans will vary greatly from school to school, depending upon the needs of students and the requests of teachers.

Examples

a. The Elementary Learning Resources Specialist's lesson plans reflect the library skills as outlined in the *IMS Library Media Center Scope and Sequence, K-5* (CB No. 82CMB54).

Some of the skills taught at the elementary level:

. listening skills (storytelling or reading to students)
. comprehension skills
. recall skills
. location of materials skills
. study skills
. literature appreciation
. media application

b. The Secondary Learning Resources Specialist's lesson plans reflect library instruction that directly reinforces skills previously introduced by the classroom teacher and/or elementary teachers and Learning Resources Specialists. New skills are taught at the request of the teachers or may be initiated by the Learning Resources Specialist in cooperative consultation with teachers. The Secondary Learning Resources Specialist places emphasis on developing the individual student's library skills and ability to work independently, locating materials, and retrieving information.

Some of the skills taught at the secondary level:

. research report writing
. footnoting
. location of materials skills
. literature appreciation
. media application

Means of Documentation

Lesson plans are submitted on a form approved by the building principal.

Lesson plans:

. contain lesson objectives, activity, resources, and any other elements specified by the principal.

. are written for a grade level or individual classes.

. are not required for unscheduled small group or individual use.

	1	2	3	4
5. COMPLIES WITH BUILDING RULES AND REGULATIONS	Rarely follows building rules and continues to break rules after being corrected	Inconsistently follows building rules and regulations; or does not comply with rules unless specifically instructed	Consistently follows building rules and regulations	Follows building rules and regulations; helps set standards through positive examples.

Explanation

The Learning Resources Specialist follows the district and building rules and regulation

Means of Documentation

. Informal and formal observations

. Completion of reports and projects

	1	2	3	4
6. FOLLOWS DISTRICT POLICIES AND PROCEDURES	Rarely follows administrative directives and/or district policies even after being corrected	Inconsistently follows administrative directives and/ or district policies must be reminded to follow them	Consistently follows administrative directives and/or district policies	Always follows administrative directives and/or district policies

Explanation

The Learning Resources Specialist follows the School Board Policies and Procedures, the *Library Media Center Handbook*, and administrative directives from Instructional Media Services and building principals.

Whenever a directive is sent from Instructional Media Services, the Learning Resources Specialist does what the directive requests within the time specified in the directive.

Means of Documentation

. Informal and formal observations

. Completion of reports and projects requested by IMS

	1	2	3	4
7. MEETS HISD ATTENDANCE POLICY	Abuses policy by excessive absences	Requires improvement in attendance sometimes abuses policy by unnecessary absences	Meets HISD attendance policy; follows procedures correctly when absence is unavoidable; no unexcused absences	Has perfect attendance

Explanation

See District Policies and Procedures for details on attendance requirements.

Means of Documentation

. Attendance records

. Sign-In Sheets

B. ENCOURAGES PARENT INVOLVEMENT

	1	2	3	4
1. HANDLES CONTACT WITH PARENTS IN A MANNER CONSISTENT WITH DISTRICT POLICIES	Handles contacts with parents in ways that frequently conflict with district policies, so that parents register complaints	Handles contacts with parents in ways that occasionally cause conflicts or problems	Handles contacts with parents in a manner consistent with district policies	Handles contacts with parents in a manner that reflects well on the district

Examples

a. Acquaints parents with the activities and services of the Library Media Center whenever they visit the center.

b. Answers parents' questions in a positive, professional manner regarding the quality of media or the selection of media.

c. Handles parents' complaints regarding particular media according to district policies. (See Appendix C, "Request for Reconsideration of Library Materials," as cited in the *IMS Handbook)*

Means of Documentation (Any of these may serve as documentation.)

. Observations of conferences with parents

. Copies of district complaint forms filed by parents

. Notes on any conferences the Learning Resources Specialist held with parents

. Informal observations on special activity days such as book fairs or open house

	1	2	3	4
2. MAINTAINS CONFIDENTIALITY CONCERNING INFORMATION ABOUT PUPILS AND THEIR FAMILIES	Misuses information so that others are harmed	Gives information to inappropriate persons	Handles information according to policies and procedures	Handles information in a discreet manner, only with proper authorities, so that no one is harmed
	1	2	3	4
3. MEETS WITH PARENTS FOR FAIL-SAFE CONFERENCES AS NEEDED AND OTHER CONFERENCES	Does not schedule conferences with parents even when requested by the principal	Sets meeting date, but fails to meet with parents	Meets with parents when required	Initiates contacts and meets with parents when necessary

C. DEMONSTRATES POSITIVE INTERPERSONAL RELATIONSHIPS WITH STAFF AND STUDENTS

	1	2	3	4
1. COOPERATES WITH FACULTY	Does not cooperate with other staff members	Agrees to cooperate, but frequently does not	Cooperates when asked	Initiates projects with other staff members

Examples

a. Notifies all faculty members when new materials arrive; makes materials available to all.

b. Works out equitable compromises when two or more faculty members request the use of the Library Media Center for the same time.

c. Treats all faculty members in an ethical manner, adhering to ethical codes of the district.

d. Upholds the *Library Bill of Rights* as it relates to all users of the Library Media Center. (See *Instructional Media Services Handbook)*

	1	2	3	4
2. EXHIBITS AN OVERALL POSITIVE APPROACH	Exhibits unprofessional attitude	Frequently exhibits an unprofessional attitude	Consistently exhibits a professional attitude	Always exhibits a professional, positive attitude toward faculty, students, and parents

Examples

a. Treats all faculty members equally

b. Treats all students and other users of the Library Media Center equally, regardless of personal feelings toward individuals

c. Has a "can do" attitude

d. Compliments positive behaviors of staff and students

	1	2	3	4
3. DEMONSTRATES SELF-CONTROL	Frequently loses self-control, so that others do not know how to respond	Behaves in a manner that reflects badly on HISD	Maintains a controlled manner consistently	Maintain a controlled manner even in crises or stressful situations
4. ENCOURAGES STUDENTS TO BECOME SELF-DISCIPLINED	Does not set appropriate standards; students behave as they desire	Does not enforce appropriate standards so that students do not know what is expected	Sets, communicates, and enforces appropriate standards and encourages discipline	Positively reinforces good behavior and sets appropriate standards so that students do what is expected

Examples

a. Assists teachers in the Library Media Center in maintaining control of their classes

b. Assumes full responsibility for disciplining individuals or small groups of students unaccompanied by teachers in the Library Media Center

c. Assumes his/her share of duties in regard to supervising students outside the Library Media Center, i.e., in the halls, in the lunchroom, etc.

Means of Documentation

. Informal observations

. Formal observations

. Discipline cards used by the Learning Resources Specialist

	1	2	3	4
5. PROMOTES POSITIVE SELF-IMAGE IN STUDENTS	Interacts with students in embarassment, or a manner so that students display shame, embarrassment, or negative behavior	Reinforces inconsistently	Consistently reinforces students so that students feel good about themselves	Reinforces students so that students feel good about themselves and develop more self-confidence
6. TREATS STUDENTS IN A CONSISTENT AND EMPATHETIC MANNER	Rarely treats students in a consistent or empathetic manner	Sometimes treats students in a consistent and empathetic manner	Consistently treats students in a consistent and empathetic manner	Always treats students in a consistent and empathetic manner so that student feel free to approach the Learning Resources Specialist

	1	2	3	4
7. ASSUMES RESPONSIBILITY FOR ASSISTING WITH THE OVERALL DISCIPLINE OF STUDENTS WITHIN THE SCHOOL	Rarely disciplines students	Inconsistently disciplines students	Consistently disciplines students	Disciplines students effectively, by initiating preventive measures

Examples

a. Assists teachers in the Library Media Center in maintaining control of their classes

b. Assumes full responsibility for discipling individuals or small groups of students unaccompanied by teachers in the Library Media Center

c. Assures that disruptive students are sent back to their classrooms, so that they do not detract from the learning atmosphere of the Library Media Center

d. Admonishes students who talk loudly in the Library Media Center

e. Assumes his/her share of duties in regard to supervising students outside the Library Media Center

Means of Documentation

. Informal observations

. Formal observaitons

	1	2	3	4
8. PRACTICES GOOD HUMAN RELATIONS	Does not recognize the needs and concerns of others; actions and remarks contribute negatively to situations	Recognizes the needs and concerns of others, but deals with others in tactless/ineffective manner	Perceives the needs and concerns of others and tactfully deals with people	Perceives the needs and concerns of others; tactfully and effectively deals with people; takes steps to prevent the development of negative situations

	1	2	3	4
9. IS PUNCTUAL	Rarely arrives on time	Inconsistently arrives on time	Consistently arrives on time	Always arrives on time

Means of Documentation

. Copies of Sign-In Sheets

. Memoranda

	1	2	3	4
10. DEMONSTRATES CONCERN FOR SAFETY AND SECURITY OF STUDENTS	Rarely follows safety and security rules	Inconsistently follows safety and security rules	Consistently follows safety and security rules	Follows safety rules; plans for and takes the initiative to ensure students' security

Examples

a. Knows the building safety rules and asks the principal about any questionable situations related to students' safety inside or outside the Library Media Center

b. Ensures that the arrangement of media and displays in the Library Media Center conforms to all rules regarding the safety and security of students

c. Posts a sign or clearly marked instructions that inform users of the proper exit route from the Library Media Center in case of a fire or a fire drill

Means of Documentation

. Building rules posted in the Library Media Center

. Procedures for fire drills posted in the Library Media Center

. Informal observations

Growth Improvement Plan

Growth Improvement Plans (Appendix D) are to be developed by the assessor(s) prior to or during the Summary Conference to address proficiency indicators in which a teacher/peer group member received a rating of "1" or "2." Steps for development of the Growth Improvement Plan:

1. The assessment team identifies all "1" and "2" ratings on the indicators on Classroom Observation and Special Proficiencies/Management/Professional Characteristics Instruments.

2. The indicators on which a "1" or "2" rating was given are listed and the rating justified on the Justification Form.

3. The proficiency indicator number and a specific objective are listed on the Growth Improvement Plan.

4. Using the *Resource Manual for QAP*, the asessor(s) determine specific actions to be taken by the assessee. For example, if the assessee received a "1" rating on I.A.2. - Focus - the objective would be that the teacher will properly use "focus" in all lessons. The actions could be the teacher will read M. Hunter's *Mastery Teaching*, pages 27-28, and 92-95; view videotapes on focus; or videotape and critique her/his own lesson. The principal is responsible for making arrangements for videotaping and may do so by calling Employee Development.

5. The assessor(s) determine the Evidence of Achievement. For example: the Evidence of Achievement would be "classroom observations will indicate the teacher properly uses focus."

6. The assessor(s) determine the start and finish dates. For example: Start date: November 16, 19__; finish date: February 10, 19__

7. The assessor(s) complete the basic data and name the monitor for the Growth Improvement Plan.

8. Justification Form and Growth Improvement Plan, Special Proficiencies/Management/-Professional Characteristics Instruments are attached to the Summary Assessment Record copies given to the teacher at the teacher at the Summary Conference.

If videotaping is used as a specific action to be taken by the assessee, the principal is to make arrangements for the videotaping. The taping session should be a minimum of one hour/class period. At least one assessor should critique the videotaped lesson with the teacher/peer group member. Videotaping can provide the teacher/peer group member with an opportunity to see him/herself as the assessment team does.

Deficiencies identified on the Educational Testing Service Pre-Professional Skills Test (PPST) or the HISD Functional Academic Skills Test and the HISD Content Area Examination must be corrected by the employee. The Employee Development Department will offer a *Proficiency Certification Resource Manual* from which Growth Improvement Plans will be developed for correcting the deficiencies identified from the exams. The *Proficiency Certification Resource Manual* will include a listing of books, software computer programs, and Employee Development courses specifically related to the skills tested.

The employee will be responsible for registering to take the examinations and any courses needed or desired. Information about registration for the tests and courses will be available at each campus.

Professional Refinement Plan

Professional Refinement Plans may be written for teachers/peer group members who have ratings of "3" or above. This plan provides for the continuous growth of professionals. A Professional Refinement Plan may be developed jointly by the assessor(s) and the teacher/peer group member; it does not require monitoring. Completion of the activities listed on a Professional Refinement Plan does not automatically guarantee that a teacher's rating will move from a "3" to a "4." Ratings are given as a result of demonstrated skills through observations or a review of work products.

SUMMARY CONFERENCE PROCEDURES

The assessment team meets with the teacher/peer group member in a Summary Conference to review the assessment ratings. The purpose of the Summary Conference is to review all information collected during the assessment process.

With advance notification, the teacher/peer group member is expected to extend his/her school day to attend this conference, if necessary.

The principal is to prepare a Memorandum of Record of the Summary Conference if the teacher/peer group member is given a Growth Improvement Plan; otherwise, comments on the Summary Assessment Record are adequate.

Although the teacher/peer group member is required to sign the Summary Assessment Record, such signature indicates receipt of the document and does not imply agreement with its contents.

If a teacher/peer group member receives a rating of "1" or "2" on any of the ten proficiencies on the Summary Assessment Record, a Growth Improvement Plan is presented to the teacher/peer group member or will be developed during the conference. A Growth Improvement Plan may also be developed for any "1" or "2" on the Classroom Observation Instrument and the Learning Resources Specialist Assessment Instrument.

The principal is responsible for distributing the Post-Summary Assessment Record to the proper people.

POST-ASSESSMENT OUTCOMES

Third-year and other probationary teachers/peer group members and teachers/peer group members on a Growth Improvement Plan. These teachers/peer group members will be post-assessed by February 15. Each component of the Assessment Record is completed, and progress on the Growth Improvement Plan is reviewed by the assessment team. A Summary Conference is held, at which time one of four actions may be recommended.

1. If the probationary teacher's/peer group member's performance is rated as professionally competent (rating of "3") on the ten proficiencies, the teacher is recommended for the appropriate contract.

2. If the continuing contract teacher's/peer group member's assessment indicates a professionally competent level of proficiency (rating of "3") and completion of the Growth Improvement Plan, the teacher/peer group member continues in employment with the appropriate contract.

3. If a teacher's/peer group member's assessment indicates significant improvement toward completion of the Growth Improvement Plan, but he or she has not reached proficiency, (a rating of "3") the teacher will be notified prior to April 1 that he or she will be returned to a probationary contract for the next school year. A new Growth Improvement Plan will be written, and the teacher/peer group member will be pre- and post-assessed the next school year.

4. If a teacher's/peer group member's assessment indicates that no improvement toward completion of the Growth Improvement Plan has occurred and proficiency (rating of "3") has not been reached, the teacher/peer group member will be notified prior to April 1 that a recommendation for termination will be made.

Teachers/peer group members not on a Growth Improvement Plan or not third-year or other probation status, i.e., first, second-year, continuing contract, new-to-the-building teachers/peer group members may be post-assessed by February 15 or May 15. A Summary Conference will be held between the teacher and the assessment team at which time one of the two following actions may be taken:

1. If the teacher's/peer group member's assessment indicates an acceptable level of proficiency, the teacher/peer group member continues in employment with the appropriate contract.

2. If the teacher's/peer group member's assessment indicates that improvement is required, a Growth Improvement Plan will be developed and the teacher/peer group member will be pre-and post-assessed the next school year.

Third Party Input

In order to have maximum effectiveness, administrators and all other professional educational personnel must be sensitive to and continually aware of both the general needs of the community and the specific needs of individuals. Input from persons within the community should be considered, weighed, and evaluated as to validity. All third party input *must be in writing*. A parent or legal guardian must sign if the initiating party is under 18 years of age.

All persons who are the subjects of third party input shall, upon receipt of the written document, be allowed to defend immediately the point in question. If there is a discrepancy in the third party's story, the principal should interview any witnesses and attempt to determine what occurred. It may be desirable for the principal to meet with the complainant in an informal conference to determine what actually happened. A conference with the teacher/peer group member, the principal, and the third party shall be a requisite to final verification.

In many cases, it will not be possible for all parties to have agreement concerning what happened, so the principal then must act as a judge and make a ruling. If agreement can eventually be reached or if the principal has enough facts to make factual determination, a specific incident memorandum must be prepared. Such a memorandum would explain the findings made by the principal and the reasons for those findings. Specific directives or suggestions to the teacher might also be included in the memorandum, if appropriate. The teacher/peer group member should be informed of the results immediately.

If the complaint is disproved, all related information must be removed from the file. If, after the investigation, the complaint is found to be true but the third party will not agree to appear as a witness, other independent evidence must be available to establish the relevant facts at a hearing; otherwise, actions adverse to the employee should not be taken.

Third party input which is determined to be valid may be used as a part of the assessment process and becomes a part of the assessment file. If such input is to be used in determining the assessment rating of a given teacher/peer group member, it must be properly verified, recorded, and signed and not accepted as hearsay evidence.

Since it is essential that such input go initially to the principal, every effort must be made to assure that this approach is followed whenever possible through the establishment and enforcement of formal procedures to cover such situations.

STEPS IN THE QUALITY ASSURANCE PROGRAM

Step I ***Faculty Review by the Tri-dimensional Team.*** By September 15, the tri-dimensional assessment team (principal, instructional supervisor, and area associate/deputy superintendent) will review the status of all teachers/peer group members at each school to determine by consensus those teachers/peer group members to be assessed and which members of the tri-dimensional team will assess which teachers/peer group members. Each teacher/peer group member must be assessed by a campus administrator and possibly one or two central office/area administrators. In addition to this initial identification of teachers/peer group members to be assessed, any team member may identify teachers/peer group members who need to be assessed at any time during the school year. Such teachers/peer group members will be assessed upon consensus by the tri-dimensional team.

Step II ***Overview of Assessment Process.*** By September 15 of each school year, the principal will meet with teachers/peer group members to

- review major responsibilities of the teacher/peer group members;
- orient teachers/peer group members on the instructional frameworks and the assessment instruments;
- discuss assessment process time schedule; and,
- distribute QAP Handbooks.

Step III ***Notification of Assessment.*** The principal will notify those individuals who are to be assessed by September 15, on the Assessment Notification Memorandum, (Appendix F). Assessees are to sign the Notification Memorandum. Teachers/peer group members added to the Assessment Cycle during the school year must be notified on the Assessment Notification Memorandum five days prior to beginning the formal assessment process (classroom observations and conferences).

Step IV ***Classroom Observations.*** All teachers/peer group members will be assessed on the instrument indicated for the group to which they belong. At least three 30-minute visits to the teacher's/peer group member's classroom are to be made by the bi- or tri-dimensional team to complete the Classroom Observation Instrument. The visits may be conducted individually or as a group. The number of classroom observation visits, the length of the visits, and whether the assessors observe together or independently, will vary with the situation. However, in no instance shall fewer than three observations be made. If the assessment is tri-dimensional, each team member must make at least one 30-minute observation.

Four instructional proficiencies will be observed in the teacher's/per group member's classroom using specific indicators for the instructional proficiencies on the Classroom Observation Instrument. These instructional proficiencies include

- effectively uses instructional time;
- motivates students successfully;
- increases productive student behavior; and
- demonstrates proficiency in subject area and written/oral language.

If, after the initial observation of a second, third-year probationary or continuing contract teacher/peer group member, *a major deficiency is identified* by the Principal, Assistant Principal or the Instructional Supervisor, the Associate or Deputy Superintendent must become a part of the assessment process. That is, the bi-dimensional team becomes a tri-dimensional team.

When there are not enough working hours in the school days for observations and conferences to be completed by November 15, the Instructional Supervisor may be given approval by the Area Deputy Superintendent to extend his/her completion of pre-assessment beyond November 15.

Step V ***Conference***

Each observer will have a conference with the teacher/peer group member within five (5) working school days after the observation.

With advance notification, the teacher/peer group member is expected to extend his/her school day to attend this conference, if necessary.

If all members of an assessment team observe the same lesson at the same time and can not agree on the ratings for the classroom observation, then the assessors will revisit the teacher/peer group member's classroom to make additional observations and ratings.

During the conference, the assessor is to obtain additional information about the lesson observed and share with the teacher/peer group member his/her perceptions of the lesson observed. The teacher/peer group members is to provide any documentation needed to verify questions about the lesson, i.e., lesson plans, student workbooks, assignment sheets, etc.

Step VI ***Rating of Classroom Observation Instrument***

The assessor rates the indicators *after* the conference based on the observation and conference information. The principal has the responsibility to obtain the teacher's/peer group member's signature and to distribute the pink copy to the teacher/peer group member, white copy to the Instructional Supervisor, goldenrod copy to the Associate Superintendent, and yellow to the Principal.

Step VII ***Assessment Team Rating of the Summary Assessment Record.*** After each of the three assessors has observed and conferred with the teacher, the assessors will meet to discuss their initial ratings from the observations. Since they have observed a wide variety of teaching techniques, their ratings may differ. The assessors should not necessarily average their initial ratings; rather, they should use their judgment to come to consensus for a rating on each of the five major categories of Instructional Proficiencies on the Summary Assessment Record. Any initial rating of a "1" or "2" on the classroom observation instrument may influence the summary rating to be a "1" or "2." Improvement of instruction during the observation period may also influence the summary rating.

After members of the assessment team have come to a consensus on the ratings for Instructional Proficiencies, they will discuss the Special Proficiencies and Management/ Professional Characteristics Proficiencies. To assess these proficiencies, they may review any materials provided by the teacher/peer group member (such as grade book, discipline cards, students' work, lesson plans, and any other materials supplied by the teacher/peer group member and principal). The assessors will then come to a consensus on a rating for each of the major proficiencies on the Special Proficiencies and Management/Professional Characteristics Proficiencies found on the Summary Assessment Record.

To determine an overall rating for a learning resources specialists, the assessors will make the following calculations:

1. Add the five (5) ratings for Special Proficiencies for Learning Resources Specialists and then average;

2. Add the five (5) ratings for Instructional Proficiencies and then average;

3. Add the three (3) ratings for Management/Professional Characteristics and then average;

4. To weight the ratings, multiply the averaged Special Proficiencies ratings by two. Multiply the averaged Instructional Proficiencies rating by one. Multiply the averaged Management/Professional Characteristics Proficiencies rating by one.

5. Total the weighted ratings and divide by four (4) to derive the total Summary Assessment rating. (See example Appendix G). Place rating on page 2 in the Section III - Summary Conference Verification.

Step VIII ***Development of the Growth Improvement Plan.*** The tri-dimensional team will develop a Growth Improvement Plan or Professional Refinement Plan either prior to, during or after the Summary Conference. The team identifies all "1" and "2" ratings on the Classroom Observation Instrument. the Learning Resources Specialist Assessment Instrument, justifies the ratings on the Justification Form, indicates objectives, actions to be taken by the assessee, and start and finish dates on the Growth Improvement Plan.

Copies of the Growth Improvement Plan or Professional Refinement Plan and Justification Form are stapled to the Summary Assessment Record as a reference for the assessment team. Copies are to be given to the teacher/peer group member for use in planning and implementing.

Development of a Professional Refinement Plan. If a teacher/peer group member is rated "3" or above on all proficiencies and characteristics, the assessors and the teacher/peer group member may together develop a Professional Refinement Plan to provide continued professional growth opportunities. Such a plan does not require monitoring.

Step IX ***Summary Conference.*** The assessment team meets with the teacher/peer group member in a Summary Conference to review the assessment ratings. The purpose of the Summary Conference is to review the assessment information collected during the assessment process.

If there are no deficiencies (ratings below a "3") identified by the assessment team, and no Growth Improvement Plan, the Summary Conference may be conducted by the principal without the other assessment team members. In this instance, if there are no deficiencies, the signatures of the other assessment team members may be obtained later. The teacher/peer group member and principal sign the Summary Assessment Record at the Summary Conference.

With advance notification, the teacher/peer group member is expected to extend his/her school day to attend this conference, if necessary.

A memorandum of record (Appendix H) will be made of the Summary Conference by the principal when a teacher/peer group member is on a Growth Plan; otherwise, notes of the Summary Conference may be made on the Summary Assessment Record under Section III: Summary Conference Verification.

Step X ***Monitoring the Growth Improvement Plan.*** The plan may be monitoried by the Principal, Assistant Principal, Instructional Supervisor, or Associate/Deputy Superintendent. Completion of Growth Improvement activities does not automatically mean that a teacher/peer group member has reached proficiency and does not move a teacher's/peer group member's rating from a "1" or "2" to a "3." The rating can change during the next assessment period only if classroom observations and other documentation verify that such behaviors have occurred and proficiency has been obtained.

Step XI ***Post-Assessment for Third-Year and Other Probationary Teachers/Peer Group Members and Teachers/Peer Group Members on a Growth Improvement Plan.*** Teachers/Peer Group Members who may require a change in contractual status must be post-assessed by February 15. Each component of the assessment instrument is completed, and progress on the Growth Improvement Plan is reviewed by the assessment team. A second Summary Conference is held, at which time one of four actions may be recommended.

1. If the teacher's/peer group member's performance is rated as professionally competent (rating of "3") on the eleven proficiencies, the teacher/peer group member is continued in employment with the appropriate contract.

2. If the teacher's/peer group member's assessment indicates an acceptable level of proficiency and completion on the Growth Improvement Plan, the teacher/peer group continues in employment on the appropriate contract.

3. If a teacher's/peer group member's assessment indicates significant improvement toward completion of the Growth Improvement Plan, but he or she has not reached proficiency, the teacher/peer group member may be notified prior to April 1 that he or she may be returned to a probationary contract for the next school year. The Growth Improvement Plan will be updated and continued, and the teacher will be pre- and post-assessed the next school year.

4. If a teacher's/peer group member's assessment indicates that no significant improvement toward completion of the Growth Improvement Plan has occurred and proficiency has not been reached, the teacher/peer group member will be notified prior to April 1 that a recommendation for termination or a return to probationary status may be made.

Step XII ***Post-Assessment for All Other Teachers.*** Teachers/peer group members will be post-assessed using the same process in the pre-assessment cycle. A Summary Conference between the teacher and assessment team will be held, at which time one of two actions may be taken.

1. If the teacher's assessment indicates an acceptable level of proficiency, the teacher/peer group member continues in employment with the appropriate contract.

2. If the teacher's/peer group member's assessment indicates that improvement is required, a Growth Improvement Plan will be developed and the teacher/peer group member will be pre- and post-assessed the next school year.

NOTE: The list of actions in Steps XI and XII relates only to proficiencies, and is not intended to be a limitation on recommendations for termination or change of contract status for the reasons listed in Chapter 13 of the *Texas Education Code*.

APPENDICES

APPENDIX A
QUALITY ASSURANCE PROGRAM — LEARNING RESOURCES SPECIALIST
SUMMARY ASSESSMENT RECORD

SECTION I: BASIC INFORMATION AND DATA PRE-/POST-ASSESSMENT

NAME OF ASSESSEE _____ SOCIAL SECURITY NO. _____

GRADE/ASSIGNMENT _____ CAMPUS _____

YEARS IN EDUCATION _____ YEARS AT PRESENT CAMPUS _____

NAMES OF ASSESSORS _____

SECTION II: ASSESSMENT INFORMATION AND DATA

1 - Ineffective Performance 2 - Unsatisfactory Performance 3 - Professionally Competent Performance 4 - High Quality Performance

A rating of 1 or 2 requires a statement of justification.

		Pre	Post
I.	Special Proficiencies for Learning Resource Specialists		
A.	Selects Print and Non-Print Resources Which Reflect Priorities of the Instructional Program	1 2 3 4	1 2 3 4
B.	Organizes Library Media Center	1 2 3 4	1 2 3 4
C.	Plans and Implements Library Skills Instruction	1 2 3 4	1 2 3 4
D.	Promotes the Effective Use of the Library Media Center	1 2 3 4	1 2 3 4
E.	Creates Appropriate Learning Environment in the Library Media Center	1 2 3 4	1 2 3 4
II.	Observed Instructional Proficiencies		
A.	Uses Instructional Time Effectively	1 2 3 4	1 2 3 4
B.	Motivates Students Successfully	1 2 3 4	1 2 3 4
C.	Increases Productive Student Behavior	1 2 3 4	1 2 3 4
D.	Demonstrates Proficiency in Subject Area	1 2 3 4	1 2 3 4
E.	Demonstrates Proficiencies in Written/Oral Language	1 2 3 4	1 2 3 4
III.	Management System and Professional Characteristics		
A.	Demonstrates Adherence to Established Timelines and Procedures	1 2 3 4	1 2 3 4
B.	Encourages Parent Involvement	1 2 3 4	1 2 3 4
C.	Demonstrates Positive Interpersonal Relationships with Staff and Students	1 2 3 4	1 2 3 4

IV. Proficiency Certification

A. Demonstrates Functional Academic Skills Dates Certified Reading _____ Writing _____ Math _____

B. Demonstrates Content Area Proficiency Date Certified _____

SECTION III: SUMMARY CONFERENCE VERIFICATION

PRE-ASSESSMENT CONFERENCE SUMMARY

_____

_____

_____

_____

PRE-ASSESSMENT RATING _____

COMMENTS BY ASSESSEE _____

_____

_____

_____

*Assessee Date

_____

Principal/Assistant Principal Date

_____

Instructional Supervisor Date

_____

Area Associate/Deputy Supt. Date

POST-ASSESSMENT CONFERENCE SUMMARY

_____

_____

_____

_____

POST-ASSESSMENT RATING _____

COMMENTS BY ASSESSEE _____

_____

_____

_____

*Assessee Date

_____

Principal/Assistant Principal Date

_____

Instructional Supervisor Date

_____

Area Associate/Deputy Supt. Date

*Signature indicates receipt of assessment instrument.

APPENDIX B
CLASSROOM OBSERVATION INSTRUMENT

NAME _____ SCHOOL _____

Grade/Subject _____ Lesson Plan Available: Yes _____ No _____

No. Pupils Present _____ Observer _____ Time In _____ Time Out _____

Pre _____ Post _____ Assessment Date _____

N/O = Not Observed N/A = Not Appropriate

I. OBSERVED INSTRUCTIONAL PROFICIENCIES

A. Uses Instructional Time Effectively

1.	Follows prepared lesson plans based on HISD curriculum and objectives	N/O N/A 1 2 3 4
2.	Focuses the students' attention at the beginning of the lesson (focus or set) - starts lesson immediately	N/O N/A 1 2 3 4
3.	Communicates to the students what they will be able to do by the end of the lesson or unit and why that accomplishment is useful (objective and purpose)	N/O N/A 1 2 3 4
4.	Relates all information to the stated objective/s (instructional input)	N/O N/A 1 2 3 4
5.	Uses models or illustrates what students are to learn (modeling)	N/O N/A 1 2 3 4
6.	Checks to find out if the student comprehends the essential information before moving to something new in the lesson (monitor and adjust)	N/O N/A 1 2 3 4
7.	Allows students to practice the behavior stated in the objective while the teacher is readily available to assist (guided practice)	N/O N/A 1 2 3 4

B. Motivates Students Successfully

1.	Relates learning activities to student interests (interest)	N/O N/A 1 2 3 4
2.	Offers varied learning activities (interest)	N/O N/A 1 2 3 4
3.	Makes involvement a part of the learning process	N/O N/A 1 2 3 4
4.	Increases or decreases student level of concern appropriately (level of concern)	N/O N/A 1 2 3 4
5.	Uses pleasant feeling tone	N/O N/A 1 2 3 4
6.	Provides consistent and immediate feedback to students (knowledge of results)	N/O N/A 1 2 3 4
7.	Sets the tasks at the correct level of difficulty (success)	N/O N/A 1 2 3 4
8.	Divides assignments into short tasks when the objective presented is difficult to master (success)	N/O N/A 1 2 3 4
9.	Supplies prompts when students need help (success)	N/O N/A 1 2 3 4

C. Increases Productive Student Behavior

1.	Praises students for appropriate classroom behavior	N/O N/A 1 2 3 4
2.	Informs students of their progress	N/O N/A 1 2 3 4
3.	Varies praise words	N/O N/A 1 2 3 4
4.	Negatively reinforces inappropriate behaviors	N/O N/A 1 2 3 4
5.	Follows a negative reinforcer with a positive reinforcer	N/O N/A 1 2 3 4
6.	Ignores behavior that is merely attention-getting	N/O N/A 1 2 3 4
7.	Is specific when reinforcing a behavior	N/O N/A 1 2 3 4
8.	Uses appropriate reinforcement schedule when new behaviors are being learned	N/O N/A 1 2 3 4

D. Demonstrates Proficiency in Subject Area

1.	Demonstrates sound knowledge of subject matter in lesson presentations	N/O N/A 1 2 3 4
2.	Responds knowledgeably to students' questions on the subject matter	N/O N/A 1 2 3 4

E. Demonstrates Proficiencies in Oral/Written Language

1.	Pronounces words correctly	N/O N/A 1 2 3 4
2.	Uses grammatically correct English	N/O N/A 1 2 3 4
3.	Uses rules of spelling, punctuation and grammar in all written materials	N/O N/A 1 2 3 4

_____ _____

Teacher Date

_____ _____

Observer Date

SECTION I: BASIC INFORMATION AND DATA

NAME OF ASSESSEE _____ SOCIAL SECURITY NO. _____

CAMPUS _____ _____ Pre _____ Post Assessment

YEARS IN EDUCATION _____ YEARS AT PRESENT CAMPUS _____

_____ _____
Assessor *Title*

_____ _____
Assessor *Title*

_____ _____
Assessor *Title*

RATINGS: 1 - Ineffective Performance 2 - Unsatisfactory Performance 3 - Professionally Competent Performance 4 - High Quality Performance

SECTION II: ASSESSMENT INFORMATION AND DATA

	Pre	Post
I. Special Proficiencies for Learning Resources Specialists		
A. Selects Print and Non-Print Resources Which Reflect the Priorities of the Instructional Program		
1. Identifies needed resources	1 2 3 4	1 2 3 4
2. Participates in evaluation of resources for quality and for instructional relevance	1 2 3 4	1 2 3 4
3. Acquires materials which support the instructional program of the school	1 2 3 4	1 2 3 4
B. Organizes Library Media Center		
1. Organizes Library Media Center to help meet the users' needs	1 2 3 4	1 2 3 4
2. Maintains an inventory of the Library Media Center's resources	1 2 3 4	1 2 3 4
C. Plans and Implements Library Skills Instruction		
1. Plans library skills instruction in cooperation with teachers and administrators	1 2 3 4	1 2 3 4
2. Provides group instruction and user guidance in locating resources in the Library Media Center (location skills)	1 2 3 4	1 2 3 4
3. Provides group instruction and user guidance in the use of reference tools and research techniques (reference skills)	1 2 3 4	1 2 3 4
4. Provides group instruction and user guidance in print and non-print media interpretation	1 2 3 4	1 2 3 4
D. Promotes the Effective Use of the Library Media Center		
1. Informs school staff of the resources and services of the Library Media Center	1 2 3 4	1 2 3 4
2. Schedules the Library Media Center effectively	1 2 3 4	1 2 3 4
3. Trains and supervises the Library Media Center's student assistants, community volunteers, and/or library clerks	1 2 3 4	1 2 3 4
4. Publicizes the services and encourages use of the Library Media Center within the school and throughout the community	1 2 3 4	1 2 3 4
E. Creates Appropriate Learning Environment in the Library Media Center		
1. Maintains good housekeeping in the Library Media Center	1 2 3 4	1 2 3 4
2. Maintains appropriate bulletin boards, interest centers and/or displays	1 2 3 4	1 2 3 4
3. Maintains bookshelves and audio visual storage for efficient location	1 2 3 4	1 2 3 4

QUALITY ASSURANCE PROGRAM
LEARNING RESOURCES SPECIALIST ASSESSMENT INSTRUMENT
-2-

Name _____ Pre Post

II. Instructional Proficiencies (Use Classroom Observation Instrument)

III. Management System and Professional Characteristics

A. Demonstrates Adherence to Established Timelines and Procedures

	Pre	Post
1. Expends all budget allocations within established timelines	1 2 3 4	1 2 3 4
2. Attends all required inservice meetings	1 2 3 4	1 2 3 4
3. Completes records accurately and on time	1 2 3 4	1 2 3 4
4. Completes lesson plans on time; follows District curriculum in lesson plans	1 2 3 4	1 2 3 4
5. Complies with building rules, regulations, and directives	1 2 3 4	1 2 3 4
6. Follows District policies and procedures	1 2 3 4	1 2 3 4
7. Meets HISD attendance policy	1 2 3 4	1 2 3 4

B. Encourages Parent Involvement

1. Handles contacts with parents in a manner consistent with District policies	1 2 3 4	1 2 3 4
2. Maintains confidentiality concerning information about pupils and their families	1 2 3 4	1 2 3 4
3. Meets with parents for Fail-Safe conferences as well as at other needed times	1 2 3 4	1 2 3 4

C. Demonstrates Positive Interpersonal Relationships with Staff and Students

1. Cooperates with and supports other faculty members	1 2 3 4	1 2 3 4
2. Exhibits overall positive approach	1 2 3 4	1 2 3 4
3. Demonstrates self-control	1 2 3 4	1 2 3 4
4. Encourages students to become self-disciplined	1 2 3 4	1 2 3 4
5. Promotes positive self-image in students	1 2 3 4	1 2 3 4
6. Treats students in a consistent and empathetic manner	1 2 3 4	1 2 3 4
7. Assumes responsibility for assisting with overall discipline of students within the school	1 2 3 4	1 2 3 4
8. Practices good human relations	1 2 3 4	1 2 3 4
9. Is punctual	1 2 3 4	1 2 3 4
10. Demonstrates concern for safety and security of students	1 2 3 4	1 2 3 4

Comments

_____

_____

_____

_____

_____

JUSTIFICATION FORM

ASSESSEE _____ ASSESSORS _____ PRE _____

_____ POST _____

_____

STRENGTHS/WEAKNESSES | RATIONALE

GROWTH IMPROVEMENT/PROFESSIONAL REFINEMENT PLAN

NAME OF ASSESSEE _____ DATE _____

NAME OF MONITOR _____ Check one: _____ Pre-Assessment _____ Post-Assessment

Proficiency Indicator Number	Specific Objectives	Specific Actions To Be Taken	Evidence of Achievement	Start	Finish

APPENDIX F

MEMORANDUM

Date:

To: Mr./Mrs. _____

From: Mr./Mrs. _____

Re: Assessment Performance

As stipulated in the Teacher Quality Assurance Program, I am notifying you that you will be assessed during the 198___ - 198___ school year. I reviewed the Teacher Quality Assurance Program and assessment process with you on _____.

If you did not receive a copy of the Teacher Quality Assurance Program or have questions, please notify me in writing.

X _____

Signature of Teacher

APPENDIX G

EXAMPLE: OVERALL RATING OF LEARNING RESOURCES SPECIALIST ON THE SUMMARY ASSESSMENT RECORD

The Learning Resources Spcialist received the following ratings:

Special Proficiencies for Learning Resource Specialists

	A. Selects Print/Non-Print Resources	4
	B. Organizes Library Media Center	3
	C. Plans and Implements Instruction	3
	D. Promotes Effective Use	4
	E. Creates Appropriate Learning Environment	4
1.	Add the five ratings and average	18 ÷ 5 = 3.6

Instructional Proficiencies

	A. Uses Instructional Time	3
	B. Motivates Students	4
	C. Productive Behavior	3
	D. Subject Area Proficiency	3
	E. Written/Oral Language Proficiency	3
2.	Add the five ratings and average	16 ÷ 5 = 3.2

Managerial/Professional Characteristics

	A. Timelines/Procedures	4
	B. Parent Involvement	4
	C. Interpersonal Relationships	4
3.	Add the three ratings and average	12 ÷ 3 = 4.0

4. Weight ratings

Special Proficiencies for Learning Resources Specialist X 2	3.6 X 2 = 7.2
Instructional Proficiencies Average Rating X 1	3.2 X 1 = 3.2
Managerial/Professional Characteristics Average Rating X 1	4.0 X 1= 4.0

5. Total Weighted Rating 14.4

Divided by 4 . . . . . 14.4 ÷ 4 = 3.6

Total Summary Assessment Rating 3.6

Place this Summary Assessment Rating in either the Pre-Assessment Rating space or the Post-Assessment Rating Space on the Summary Assessment Record, Section III: Summary Assessment Verification

APPENDIX H

SAMPLE MEMORANDUM OF RECORD (SPECIFIC DIRECTIVES)

The principal is required to write a Memorandum of Record of the Summary Conference if the teacher/peer group member receives a Growth Improvement Plan. The memorandum must contain

. Full name of the teacher
. Full name of the principal
. Date of the memorandum
. Purpose of memorandum (areas of concern)
. Specific observations
. Dates of observations and strategies for improvement
. References to documentable directions only
. A conclusion
. Teacher's and principal's signatures
. Teacher's response (if desired)

Date: May 5, 1981

To: John Doe

From: The Principal

Re: Conference of May 1, 1983

Over the past two years you and I have discussed your performance as a teacher at Theodore Inskeep Technical School. We have had numerous conferences to discuss incidents which have arisen as well as our scheduled assessment conferences. As we neared the end of this school year, it became apparent to me that you were continuing to experience difficulties in complying with directives and in meeting the school district's standards in certain instructional and non-instructional areas. With this in mind, we had a conference in my office on May 1, 1981, to discuss your performance. At that conference, we discussed the following areas, and I gave you specific directives for improvement.

1. Preparation and submission of lesson plans. Since your arrival two years ago, you have experienced difficulty in submitting lesson plans in a timely fashion. You have acknowledged this on prior occasions such as in our conferences of November 5, 1979, March 16, 1980, and September 30, 1980. In these conferences you acknowledged that this was a problem, but you stated that your night classes at graduate school kept you from consistently completing the lesson plans on time. You stated that you felt this was a legitimate excuse. I explained to you that, while taking further coursework was good, the demands of graduate courses do not excuse failure to meet the requirements of your job. I advised you that I must have the clearly written and completed lesson plans in my box by 4:00 p.m. every Friday.

2. Teacher-student relations. This is another area of historical difficulty. We discussed your initial failure to challenge a student for a hall pass on November 5, 1979; your failure to discipline students for setting fire to a trash can in your room on January 15, 1980; and your failure to discipline disruptive classes which caused Mr. Teacher and Ms. Teacher to complain on numerous occasions in the spring of 1980. We discussed these incidents in detail at your evaluation conference on March 10, 1980. You have acknowledged that these incidents occurred and have promised to make corrections, but you continue not to ask students in the hall for passes (January 6, and 25, 1980, and April 1, 16 and 25, 1981), and your classes have continued to be distractive to other teachers and students. As we discussed, these types of incidents and your failure to deal with them cannot continue. You must make the necessary corrections immediately.

3. Classroom work and the issuance of grades. As we discussed, this is the most serious problem you have as a teacher. On four nine-week periods, you were from one to two days late in getting your grades into my office (October 15, 1979; April 1, 1980; October 17, 1980; and March 30, 1981). After each of these incidents, I conferenced with you, and once again, you blamed your night classes for the delay. I once again explained that the reason was not sufficient. In the latter of these conferenes, April 2, 1981, you acknowledged that you had no daily or test grades for Health Education Period I and only two grades for Health Education period 3. As has been explained at the first faculty meeting of each year and as contained on page 6 of the Faculty Handbook, you must have at least six daily grades and two test grades for each nine weeks of reporting period. I specifically directed you to comply with these requirements.

Mr. Doe, the situation is serious. As I told you, I recommend your employment for the 1981-82 school year only because of your assurance that you will correct these deficiencies and follow these directives and school board policies. You have been given a growth plan in connection with your assessment, and numerous aids have been made available to you. Your pre- and post-assessment ratings will not allow you to be eligible for Second Mile Stipends for this school year. As you and I discussed, I want this to work out so that you will become a successful teacher and so that you can continue to teach here. However, if you fail to follow any of the directives which we discussed at our conference (as outlined in this memorandum), I will have no choice but to recommend that your employment with the district be terminated immediately.

If you have any questions concerning these directives or if you disagree with the facts or conclusions stated in this memorandum, please advise me in writing no later than _____(date)_____ so that we can meet and discuss any differences.

/S/ _____
The Principal

I have received a copy of this memorandum.

/S/ _____ _____(Date)_____

Appendix I

MANUAL FOR THE CLASSROOM OBSERVATION ASSESSMENT INSTRUMENT

The Houston Independent School District Classroom Observation Instrument consists of a list of skills that a teacher uses while interacting with students. There are many other types of teacher proficiencies that need to be assessed; however, the lack of these interactive skills accounts for most failures of teachers. The proficiencies listed are believed to be relevant to the successful practice of teaching. They are selected from the writings and research of scholars and practitioners in teacher evaluation and research on training.

The scientific study of teaching has made many advancements in the past decade. The proficiencies listed in the observation instrument have been selected from the best professional widsom now available. To define a set of proficiencies that everyone will accept as an adequate definition of proficiency is, of course, impossible. Medley (1982) suggests that the most productive assessments focus on specific, observable behaviors that are discussed openly.

> What is necessary is that we be explicit and public. Once we have done so, we can design programs to train competent teachers; we can construct instruments to measure how competent teachers are, and we can find out whether competent teachers are also effective.

As new advancements in the research on teaching become available, the assessment instrument form will be modified. The proficiencies listed are the ones to be considered and will be our POINTS OF EMPHASIS in the classroom observations of teachers.

EXPECTATIONS

The primary purpose of teacher assessment is the improvement of teaching performance, thereby providing a better education for our students. If this fails, then the secondary purpose of teacher assessment is to separate from employment in the Houston Independent School District those teachers who do not meet the requirements of the schools with respect to professional competence and/or performance. Helping and befriending teachers, on one hand, and performing the evaluation process, on the other, are not necessarily antagonistic.

In the emotional atmosphere that is sometimes generated by the assessment process, many teachers make the assumption that their careers and their reputations are destined to be ruined. Yet in the wake of quality assessment programs, few teachers are terminated. Most teachers, given the necessary assistance, are capable of a good performance, and few need to be terminated. It is encouraging to teachers to regard supervision as a form of coaching. This analogy can help administrators view supervisory work less as an administrative chore, and more as a teaching opportunity. Supervision is done by all administrators, by teachers helping teachers (peer supervision) and by teachers helping themselves (self supervision). Even the best professional athletes have coaches; they also receive assistance from other players; at times they coach themselves. The coaching analogy provides a congenial and non-threatening perspective for this Quality Assurance Program.

To guide the assessment process, four reasonable expectations are listed.

Expectation 1:

Teacher assessment should promote awareness of the strengths and weaknesses of the teacher and provide for growth and improvement.

Any assessment should be constructive; that is, assessment reports must be both diagnostic and prescriptive. These reports must identify weaknesses and strengths so that the former can be corrected and the latter reinforced. Every assessment should emphasize the positive. Even a poor teacher does something correctly. When the assessor emphasizes the teacher's strengths, it is likely that the teacher will continue to use these good techniques and accept the assessor's suggestions for improvement.

When weaknesses are identified, the principal has the responsibility for generating models of alternative, more productive teaching behaviors and for offering specific suggestions for growth and improvement.

Expectation 2:

The use of common vocabulary and criteria help communication between administrator and teacher in the assessment process.

The cornerstone of the classroom evaluation process is communication among the administrators and the teacher. No instructional conference will be successful unless both the teacher and the administrator have a common vocabulary for understanding of the characteristics of effective instruction. For the evaluation to be valid, the teacher and administrators should use the same criteria. These criteria should be supported by current research on teaching. (See the end of this manual for a bibliography listing some current research.)

Expectation 3:

The administrators can identify and recognize quality teaching performance.

It is obvious when the gym floor is not clean, but it takes a knowledgeable administrator to identify quality teaching. Applied research shows that variables affecting student learning are more within the school's control than ever were believed possible. Deliberate application of these variables in daily teaching has demonstrated that teachers can increase learning for almost all students. For example, an expressionless, deadpan teacher who does not motivate students to learn can be trained to be more animated, energetic, and mobile in the classroom. There are many factors which stimulate student learning. These factors can be identified and taught to teachers who need help. To be successful in helping teachers improve, administrators must be able to recognize quality teaching performance.

Expectation 4:

Teachers should not be terminated for poor performance, but for failure to improve.

New teachers or teachers having difficulty will meet regularly with administrators to discuss the progress made between assessment sessions as well as to monitor continuing deficiencies. A well-designed, properly administered teacher assessment system provides for ongoing staff development. The employees of a school district are the district's greatest potential asset. The quality of the employees determines whether the district is successful. The improvement of teaching performance, through staff development programs and supervisory support, is of the highest priority to the Houston Independent School District.

Teachers and administrators will work together to develop specific, written plans for improvement based on teachers identified needs. It is the purpose of the teacher assessment to bring about, on a planned basis, experiences which reinforce strengths and motivate constructive changes in teachers. If these growth plans are developed, expectations are reasonable, and appropriate assistance is provided, administrators will expect teachers to make the necessary improvements. If a teacher fails to make improvements, then the administrators should prepare the necessary documentation to terminate the teacher.

TIME EFFECTIVENESS

The teacher can use the seven elements of the "time effectiveness framework" in an instructional lesson.

Current research shows that students are more attentive in classrooms that are task-oriented and businesslike (Good and Beckerman, 1978; Stallings and Kaskowitz, 1974). Emphasis is placed on the time the students spend engaged in mastering academic skills. Not surprisingly, researchers have found that, up to a point, the more time one spends mastering academic material, the more one learns. Although this sounds perfectly obvious, research shows that in many classrooms, too much time is wasted.

For example, researchers have found that some teachers may allocate a great deal of time for reading instruction, but the students are engaged in learning how to read (reading, reciting, doing worksheets, etc.) for only a small fraction of the allotted time. Several studies have shown that some second and third grade teachers allocate two hours per day for reading instruction, but observations of their classrooms reveal that students spend an average of only 12 to 15 minutes a day in learning how to read! Thus, allocated time, or teachers' intended time for instruction, has been shown not to be the best indicator of effective instruction.

Consequently, for assessment purposes, a more precise measure of time than allocated time, called "time on task," has been instituted in some school systems. This is a measure of how much time students are engaged in the study of a particular subject or skill. Time on task approximates more closely the actual time a student spends on a learning activity. However, it does not reveal whether or not the student successfully learns while engaged in that task. Imagine a student who has great perseverance and spends many hours in class trying to read a history book which is four grade levels above his or her reading ability. Clearly, this mismatch of instructional material and time on task is not conducive to effective, efficient, learning.

Recently, therefore, researchers have arrived at the time effectiveness measurement which supersedes "time on task," the notion of "academic learning time" (ALT). *ALT is the amount of time students actually spend on a learning activity in which they are achieving a high rate of success (90% or better).* ALT takes into account the amount of time spent on productive learning, the appropriateness of the curriculum in relation to students' achievement levels, and accurate measures of success. Researchers found that in more effective schools teachers waste less time in starting and ending instructional activities, and they select curriculum materials at the levels of the students' abilities.

The time effectiveness framework described is closely related to the concepts of direct instruction and "academic learning time" and seems to be most effective in teaching basic skills. Direct instruction refers to academically focused, teacher-directed classrooms using a model like the one shown in Figure 1. Rosenshine (1979) describes direct instruction as:

> ...teaching activities where goals are clear to students, time allocated for instruction is sufficient and continuous, coverage of content is extensive, the performance of students is monitored...and feedback to students is immediate and academically oriented.

In this framework, which is adapted from the work of Hunter and Russell (1977), there are seven observable elements. These seven elements are focus, objective and purpose, instructional input, modeling, monitor and adjust, guided practice, and independent practice.

Focus:

Teachers use the element of anticipatory set when they focus the students' attention at the beginning of a lesson or develop a readiness for the instruction that will follow.

Valuable instructional time can be wasted when students are not focused on the topic the teacher is presenting. Teachers should understand that students are reluctant to forget about the chat they just had in the hall or the fun they just had on the playground. "Changing gears" from what happened to them ten minutes ago to what the teacher would like for them to think about now is a difficult task.

Focus

Focus is a brief transition or preparation activity which occurs during the time that students are physically arriving or switching from the activity just finished to a new activity. Deliberate focus elicits attentive behavior and mental readiness to prepare students for instruction.

The focus activity should last only long enough to prepare students, mentally and physically, to learn the actual lesson, i.e., to accomplish the objective(s) of the lesson during the class period.

Example:

"Students, all eyes on me please. Turn to page 33, in your workbooks."

Example:

The teacher makes a signal (DISTAR - Hand up, palm toward class) and says, "I need your attention."

Example:

"All caterpillars (student group members), turn to page 6, in your reader."

Example:

"May I please have your full attention, class. It's time to begin the lecture. You'll need to take notes."

Example:

"Let's all take a look at the outline here," (pointing toward overhead projector screen). "James, would you please read the item for Section I?"

Objective and Purpose:

Teachers correctly use the element "objective and purpose" when they communicate to the students what it is they will be able to do by the end of the lesson and why that accomplishment is useful.

Once the teacher has some idea of the general goals of a lesson, he/she must decide upon the specific objective(s) to be accomplished by the students by the end of the lesson or a series of lessons. It is important that the teacher keep in mind an observable behavior of the students or a product which is a consequence of learning. These expectations for students' achievements should be stated clearly to the students so that they will know what they will be able to do by the end of the lesson and why that accomplishment is important and useful.

When students understand why instruction is relevant to their own concerns and goals, they are more likely to master the objective(s). The teacher should explain or make obvious to the students why and in what ways learning the objective(s) will benefit them. They should relate the value of the subject matter to the particular needs and interests of the students.

Example:

"This lesson will teach you color words. We are learning color words to improve your reading and language skills."

Example:

"Students, today I want to show you how to prepare to write an essay. First, we'll do some brainstorming on topics together, and I'll write your ideas on the board. Then, you can brainstorm with a partner to get more ideas. Both of you should take notes. This kind of preparation is useful whenever you have to write something—whether it's an essay for your class, or a report on the job."

Example:

"Here, class, is the format I want you to use for book reports." (Teacher passes dittoed pages to class.) "I will review the requirements for a book report with you. You may ask questions if you need clarification. By the end of the period, you will understand the elements to include in your book report and be able to write a report on the book you finished last week."

Example:

"Today, you will learn to distinguish and produce the initial consonant (K). After learning to hear and make the (K) sound, you will be able to read the new word in our story today."

Instructional Input

Teachers use precise instructional input if whatever they do, give, or say to the students is related to the stated objective.

Once a teacher has determined the instructional objectives for the class, he/she is faced with the problem of planning activities to achieve these objectives.

The instructional input always relates to the objective.

Example:

Objective: The students will learn addition facts 1-5.

DO — Use materials that are related to addition facts 1-5.

DON'T — Introduce division or multiplication.

DON'T — Work with addition facts beyond 5.

Example:

Objective: The students will recognize and label lobes of the brain.

DO — Use pictures, charts, diagrams, and filmstrips directly related to lobes of the brain.

DON'T — Discuss the reproductive system.

DON'T — Initiate a lesson on bones or muscles.

Modeling:

Teachers correctly use modeling when they use visual input accompanied by the verbal input of labeling.

Being told how to do something does not guarantee that the student will be able to do it. For example, if a basketball coach tells a student how to pass the the ball to another player, it is doubtful that the student could do it correctly without first having the coach show, illustrate, or model the correct form.

When modeling, it is important that visual input be accompanied by the verbal input of labeling.

Example:

The teacher needs to show the students an example of a complete sentence before expecting them to write a complete sentence. While writing the sentence on the board, the teacher can explain how every word functions in the sentence.

Example:

Label the lobes of the brain.

The teacher points to the lobes of the replica of the brain or to the picture of the brain and says the names for each.

The teacher, using a student as an example or model, points to the lobes of the students' brain and names them at the same time.

Example:

Writing Capital C (cursive)

The teacher, using an overhead projector, or chalkboard, models how to write a cursive capital C.

Example:

Simple addition facts 1-3.

The teacher *demonstrates and explains* steps in simple addition, using sticks, pencils, fingers, or writing the steps on the chalkboard as the teacher talks.

Example:

Dissecting a Frog

The teacher *demonstrates* actual dissection of a frog and explains the procedure as he/she progresses.

Monitor and Adjust:

Teachers correctly monitor student performance and make the necessary adjustments when they check to find out if the students possess the essential information before moving to something new in the lesson.

During the classroom instruction, teachers have the opportunity to stop and monitor to check for student understanding. Teachers should not go on to new learning until they are certain that the students possess the essential information. This can be accomplished by observing the students'

performances to make certain that they exhibit the skills necessary to achieve the instructional objective. Post tests can be given, or students can be asked questions individually. Sometimes a game can be played and the teacher can observe which students participate and which ones do not, also accomplishing monitoring.

Example:

Objective: The students will read a short paragraph orally.

Monitor: The students will recognize the (A) sound in words.

Monitor: The vowel in cat is (A)

if yes — Thumbs up
if no — Thumbs down

Objective: The students will learn addition facts 1-5.

Monitor: 2 + 2 =
The students use flash cards to show answer 4.

Objective: The students will read a short sentence from the chalkboard.

Monitor: Row one, read the sentence from the board (teacher listens).

The teacher adjusts when necessary. For example, five out of six children on row one could not read the sentence from the chalkboard. The teacher reads the sentence for the children.

Adjustment — The teacher gives additional instructional input by using flash cards for word recognition.

Guided Practice

Teachers correctly give guided practice to students when they allow students to practice the behavior implied in the objective while the teacher is readily available to assist.

Once a teacher has given the lesson and modeled the appropriate behavior, the students should be given opportunities to practice the behavior stated in the instructional objective. The initial practice given must be guided by the teacher; therefore, the teacher must be readily available to assist the students. If a student makes an incorrect response, the teacher is immediately available to correct the response and encourage the student to try again.

Example 1:

Objective: The students will recognize and label all southern states of America on a map.

The teacher provides dittoed sheet of the southern states and asks students to label the states.

The teacher walks around the class observing, answering questions, pointing out mistakes, and encouraging students in their efforts.

Example 2:

Objective: The students will name the bones of the foot.

The teacher allows students to name the bones of the foot individually. The teacher assists and guides as needed.

Example 3:

Objective: The students will write the days of the week, in Spanish and English.

The teacher observes as students attempt the task. The teacher makes suggestions, points out mistakes, and offers encouragement.

Independent Practice

Teachers give students opportunities to practice the new learning with minimal teacher supervision.

After guided practice, when the teacher is certain that the students can perform the desired behavior stated in the objective without major errors or confusion, the students are ready to develop competency through independent practice with minimal teacher supervision. Once something has been learned, students must continue to practice this new knowledge if retention is to be ensured.

Examples:

1. Label all southern states on the map.
2. Match color words with colors.
3. Copy and complete addition facts 1-5.
4. Name the bones of the foot.
5. Label the lobes of the brain.
6. Write an essay.
7. Diagram the following sentences.
8. Underline all words beginning with the (K) sound.
9. Write a book report.

STUDENT MOTIVATION

Teachers can use the five elements of the "motivation framework" in an instructional lesson.

Many students fail to achieve significantly because they lack sufficient motivation to learn. Our most carefully developed criteria and our most up-to-date teaching methods are not enough to ensure that learning will occur when students lack incentives to learn.

How can teachers motivate students? Many student discipline and student learning problems relate to the inability of the classroom teacher to motivate students. There are at least five basic, observable motivation generalizations which have been identified by both Hunter (1967) and Wlodkowski (1978) which teachers need to consider in helping to motivate students. The five motivation principles are interest, level of concern, feeling tone, knowledge of results, and success.

Interest

Teachers correctly use the principle of interest:

(1) if they find out what students' interests are and relate learning activities to them (meaningful);
(2) if they change the style of learning activities (novel and variety);
(3) if they make student involvement an essential part of the learning process (involvement).

Students are motivated to do things that interest them. If teachers can broaden students' interests, the students' motivation will increase. Students are more interested when they are actively involved in the learning process. Interest is the student's mental and emotional willingness to get involved in the learning process. Teachers can recognize students' interest by being alert to their subcultures, friends, social and play activities, and previous learning experiences. Teachers can increase students' interests by engaging them in goal-setting activities and by expecting them to perform at optimum levels.

Suggestions and Examples for Motivating Students Through Interest

Relating the activity or question to something that the learner is interested in makes the learning activity more meaningful.

Examples:

"Tim, your team scored eight runs in the baseball game. The other team scored three runs. By how many runs did your team win?"

OR

"The diagram of a sentence provides us with a graphic analysis much like the diagram used by the football coach."

Teachers can change the style as well as the content of learning activities to help motivate students. Teachers should do things in a different or novel way by mixing the styles of learning to include paper-and-pencil tasks, board work, concrete materials, and oral problem solving. This can mean varying the presentation process from lecturing to discussion; varying the group configuration from entire class activities to small group work; varying the student behavior from writing to large muscle movement games; and varying the location from anywhere inside the class to anywhere outside of it.

Example:

"Today instead of writing a paragraph describing a character, you are to do a pantomime showing how you think a character would walk, stand and act." The class will divide into two teams to identify the other team's characters.

Teachers can motivate students by making student planning, reactions, involvement, and self-evaluation essential parts of the learning process. The goal is to allow students to become a part of the learning activity. When students are included in all aspects of the learning process, they are participants rather than spectators. They take responsibility for their own performances because they are cooperating with the teacher to meet their own needs and their own goals.

Example:

The teacher can use active investigation methods, such as experiments and puzzles, or can create learning situations where students are active participants through processes such as role playing, discussions, team projects and the construction of models.

Level of Concern

Teachers can effectively motivate students by appropriately increasing or decreasing level of concern.

If students have no concern for their own performances, there is little learning. If the level of concern is too high, the student either gives up or becomes so emotional that this emotion gets in the way of learning or performing. In almost every classroom, there are students who exhibit no concern or too much concern.

Teachers can help motivate students by first identifying students who need their level of concern adjusted and then by employing techniques which either increase or decrease level of concern.

Examples of increasing level of concern for students who are not working hard enough:

"The story must be finished before you are excused for lunch."

"The next problem is difficult. Don't let me catch you...."

"You must complete at least ten problems correctly to pass your examination."

OR

Examples of decreasing level of concern for students who are becoming frustrated:

"Don't worry if you missed some. We're all having trouble."

"If you aren't finished, don't worry. There'll be plenty of time later."

"Work the first problem, and then I will come by to help you with the next one."

Feeling Tone

Teachers can motivate students through pleasant and unpleasant feeling tones.

When students are presented with a new objective to be learned and are at the same time in the presence of positive (pleasant) conditions, their motivation to learn increases. Students' favorite subjects are often associated with excellent teachers who provide positive conditions.

If positive feeling tones do not work for some students, teachers may need to become a little unpleasant. Unpleasant feeling tones will also increase motivation, but to a lesser degree. The teacher should return to a pleasant feeling tone as soon as the learner has performed correctly. Neutral feeling tones do not motivate students.

Teachers exhibit positive feeling tones by conveying a sense of commitment and excitement about what is being taught. They are quick to give and accept praise and encourage student interest.

Example of pleasant feeling tone:

"I am really pleased to be working with a group of students who enjoy history."

Example of unpleasant feeling tone:

"You need to work harder on your own by doing the next page without any more help."

Knowledge of Results

Teachers correctly use the principle of knowledge of results:

1)if they provide consistent and immediate feedback to the students' questions, "How am I doing?"
2)if they use constructive criticism.

Knowing how you're doing is motivating. When working mathematics problems, it is more motivating to students to know right away if they are answering the problems correctly rather than working ten problems and waiting several days to find out if they missed any. According to the principle of knowledge of results, students should be told when their responses are correct or incorrect. This information should be given as quickly as possible. Ideally, the students should know an instant after they make a response whether it is correct or not. Even in dealing with students' responses to oral questions, the teacher should let students know when they are right or wrong.

Teachers correctly use the principle of knowledge of results:

(1) if they provide consistent and immediate feedback to the students' questions, "How am I doing?"

Examples:

When asking the students to work math problems, the teacher could have students write their answers on small chalkboards and hold them up so that the teacher can see their answers. The teacher should let students know immediately if their answers are correct.

OR

For young students, red and green circles on tongue depressors can be used for yes and no answers.

(2) if they use constructive criticism.

Feedback is often criticism. The teacher should emphasize what a student has accomplished, not just what remains to be done.

Example:

"You've almost finished your project. I've noticed that your writing is creative and that the ideas are very imaginative. It seems that you're having some trouble coming up with an ending. Things just aren't fitting together. Would you like to talk about

Success

Teachers correctly use the principle of success:

(1) if they set the task at the correct level of difficulty and have high expectations for students;
(2) if they divide a long assignment into many short tasks;
(3) if they supply prompts when students need help;
(4) if they expect students to succeed.

A learner's motivation increases as his success increases. Every student must be convinced that he/she can be successful. Very few students continue to be motivated in activities when they feel they have little or no opportunity for success.

Sometimes students don't expect to do very well. They sit back and say, "On this I'm not going to succeed." This may be a realistic outlook based on previous experience. These failures happen to students every day. Students are given assignments or tests on which they know they will not be able to do well.

Teachers correctly use the principle of success:

(1) if they set the task at the correct level of difficulty by segmenting instruction into units or increments which allows the student to progress.

Example:

If students are receiving instructions on how to file books by author, the students must already know how to alphabetize if they are to be successful.

(2) if they divide the assignment into many short tasks. This turns a single long-distance task into many more possible, immediate successes.

Example:

Teachers who assign a book to be read within two weeks know that some students will not be able to accomplish this task. Teachers can help these students to be successful by stating, "This looks like a lot to read, but if you read one chapter a day, you'll have it finished in time. I'll check with each of you each day to see how you are doing."

(3) if they supply prompts when students need help. Prompts are questions or suggestions which point the learner toward the correct answer.

Example:

"I'll read a page. You be my teacher and fill in the words when I stop."

(4) if they expect students to succeed. When students perceive that others expect them to succeed, and when the climate, social relationships, and rewards promote this expectation, students are more likely to believe that they can and will succeed.

PRODUCTIVE BEHAVIOR

Teachers can use the four elements of the "productive behavior framework" in an instructional lesson.

We continue to do those things that work out well for us or get us what we want. If we buy a suit that looks and wears well, we will probably buy our next suit from the same store. Whenever an action gets us what we need or desire, "we do it again." The same is true for students.

Students want to feel that they are successful. They will repeat the behaviors that cause successful outcomes. This strengthening of behaviors that accomplishes what we want is called "reinforcement." Knowledge about and use of reinforcement theory contribute to success in teaching (Bloom, 1976; Borich, 1979; Dunkin and Biddle, 1974; and Soar, 1977).

Reinforcement theory is effective in the classroom in two ways: first, it strengthens productive behavior and second, it converts nonproductive behavior into productive behavior. In the productive behavior framework, there are four elements which can be observed—positive reinforcement, negative reinforcement, extinction, and schedule of reinforcement (Figure 3).

Positive Reinforcement

Teachers correctly use positive reinforcement:

(1) if they give praise when students are trying to complete a difficult task;

(2) if they let students know when they are making progress;

(3) if they vary praise—both verbal and non-verbal;

(4) if they are specific when reinforcing a positive behavior.

A *Positive Reinforcer* is anything that is needed or desired by the student. A positive reinforcer will strengthen the behavior it immediately follows and make that behavior more likely to happen again. A positive reinforcer may be praise, approval, special privileges, or a concrete reward. We seldom do things repeatedly which are not rewarding to us. The learner's day-to-day academic learning time has some pay off or reward. To be effective, a positive reinforcer must be needed or desired by students. What may be an effective reinforcer for an elementary school student could have no effect or a negative effect on an adolescent student. A shy, quiet student may not want the attention of the entire class with a positive statement by the teacher; conversely, the confident, outgoing child may respond very favorably to verbal praise.

The teacher often reinforces inappropriate behavior without either making a conscious decision to do so or without realizing it. What happens when students enter class in an orderly manner with the exception of three boys who are rowdy? The teacher singles out the loud boys, thus reinforcing the *nonproductive* behavior, while taking the *productive* (orderly and quiet) behaviors for granted.

There are several rules to remember when the teacher makes the conscious decision to use positive reinforcement.

Suggestions for using positive reinforcement:

1. The reinforcer should be appropriate for the maturity level of the student.
2. Verbal reinforcing statements must be perceived as sincere and real to the student. (Kids know when you are faking!)
3. One phrase should not be overused. Vary statements of praise.
4. The reinforcing statement should be precise in identifying specifically what it is that the student has done that the teacher wants to reinforce.
5. Each part of a new or difficult task needs to be reinforced.
6. Progress, even though the work is not perfect, must be recognized.

Examples of positive reinforcement:

"Mary, you did an excellent job on your composition! Showing attention to details leads to good work!"

OR

"José, the solution you just gave to the algebra problem was correct. Working quietly gets good results!"

Accept the reality that some students require additional positive reinforcers to influence them to behave appropriately. For these students, praise alone will not increase their positive behavior. Some students may need more support than just a smile or a "well done" to influence their behavior. They may need additional support, be it a positive note to their parents, extra free time, or special time with the teacher, etc.

Negative Reinforcement

Teachers correctly use negative reinforcement:

(1) if they negatively reinforce inappropriate behaviors;

(2) if they follow a negative reinforcer with a positive reinforcer as soon as possible;

(3) if they are specific when reinforcing a behavior (use assertive discipline).

Negative Reinforcement is something not needed or desired by students. Students will work to avoid such stimuli. However, they may not replace undesirable behaviors with the productive behavior the teacher has specified *unless* the teacher makes a conscious decision to

(1) suppress the unwanted behavior with extinction or a negative reinforcer;

(2) identify the undesirable behavior to be changed (or try to get the student to do this and suggest solutions);

(3) specify the desirable behavior to replace the one that was suppressed;

(4) positively reinforce the new, desirable behavior.

Remember that a negative reinforcer is something not needed or desired by the student. What may be viewed as negative by the teacher (removal from class) can be viewed as rewarding by the student. ("I finally acted up enough to get out of this miserable class.") In such a case, the student misbehavior may actually increase. It is important to know what is perceived as positive or negative to a given student.

For most students, a simple frown or stopping what you are doing until the appropriate behavior is present is all that it takes. A negative reinforcer lets students know only what they should not do; however, it gives no information as to what they should do. It is essential that the *productive behavior* be taught and reinforced.

Example of Following a Negative Reinforcer with a Positive Reinforcer

A student who uses a loud voice in the classroom should be told that an inside voice is one which only a person or a small group close to you can hear. When the student uses the correct loudness, the teacher should say, "The voice you just used could be heard by those close to you, but did not disturb others in the room."

The Disruptive Student and Assertive Discipline

The teacher must understand that for some students the usual methods of negative reinforcement simply do not work. One approach which has been successful with most students, but particularly with the disruptive student, has been developed by Canter (1976) and is known as assertive discipline. *Assertive discipline* is usually effective with disruptive students.

(1) The teacher must at all times know exactly what he/she wants students to do and clearly communicate these expectations in terms of specific behaviors.

(2) The teacher must set limits and consequences.

(3) The teacher must use positive reinforcement when students perform correctly.

(4) The teacher must follow through with all consequences, as he/she stated they would be

Extinction

Teachers correctly use extinction if they ignore behavior that is merely attention-getting.

Extinction occurs when a teacher makes a conscious decision to ignore an unproductive behavior. For example, Anthony, frustrated over his poor math score, responded by saying under his breath, "I hate this !#* course." At this point, the teacher must first decide if this is a new behavior. If so, then extinction may be the best approach. By not reinforcing Anthony's behavior, the teacher may notice that the behavior disappears and does not resume. The second decision invoives the classroom setting. Is Anthony's behavior being reinforced by his classmates (laughing, snickering, etc.)? If so, extinction cannot occur. For extinction to occur, *nothing* must happen when the behavior occurs. If the class reinforces Anthony's behavior, the teacher may still choose to ingore Anthony, *but* extinction cannot be used..

The Disruptive Student and Extinction

The teacher must understand that a chronically disruptive student is not misbehaving for the first time. Extinction usually does not work for a student whose misbehavior is repetitive. Therefore, the teacher should not attempt to use extinction with the chronically disruptive student. Swift, negative reinforcement, (that is, following through with negative consequences that the student expects) is more effective.

Schedule of Reinforcement

Teachers correctly use the schedule of reinforcement:

(1) if they reinforce every time when a new behavior is being learned;
(2) if they reinforce on an intermittent schedule when they are developing "long-lasting learning" in a student.

The *schedule of reinforcement* refers to the conscious decision by the teacher on how often to reinforce the student's productive behavior. The quickest way to strengthen a "new" behavior is to reinforce it each time it occurs, which is known as a *regular schedule* of reinforcement. Once the behavior is occurring at an acceptable level, maintaining it requires an *intermittent schedule* of reinforcement. Students at the elementary level need a longer period of regular reinforcement than secondary students do. *Regardless of the schedule, the teacher must reinforce the behavior immediately after it occurs.* Timing is extremely important if reinforcement theory is to become a successful practice.

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APPENDIX J
GUIDELINES FOR THIRD PARTY INPUT

After consultation with the attorney for the school district, the following points are made in an effort to answer legal and procedural questions which might arise relative to third party input.

The following points should be stressed with regard to third party information.

Concerning the confidentiality of personnel records, it should be noted that under the constraints and protections of the United States Constitution, school personnel should be careful to avoid making public statements, orally or in writing, which will seriously damage another employee's standing and reputation in the community.

Further, personnel records may not be released if the release would constitute an unwarranted invasion of the employee's personal privacy under the Texas Open Records Law, Article 6252-17a. A personnel file is defined in Section 580.000, HISD Board Policies and Administrative Procedures as:

> "...any and all information and/or records relating to offices and employees of the Houston Independent School District, both past and present, when such information and/or records might directly or indirectly disclose the identity of the individual officer or employee to which the information or record relates."

Once completed, the third party information document must not be given to any member of the public regardless of the disposition of the third party input. In addition, this document will be retained in an employee's personnel file only if the complaint has been found to be true.

An example of how the written summary to the third party concerning the action taken can be made is as follows:

> "Your report concerning an incident at ABC Elementary School was investigated, and the matter has been resolved. If you have any questions, please call."

Neither the names of persons nor an evaluation of the third party input should be included in this summary.

The location and custody of an employee's personnel file is a matter of HISD Board Policy and Administrative Procedures. HISD Board Policy and Administrative Procedure, Sections 580.110 and 582.000 appoint the Deputy Superintendent for Personnel as the custodian of personnel records and provide that items in a teacher's file not available to the teacher shall not be used against him or her. Under the proposal in this handbook, the third party contacts which are found to be true and used in the evaluation, must be made a part of the employee's permanent personnel file in the Administration Building. If the third party input is refuted, no information concerning the input would be placed in the employee's personnel file.

The procedure for handling a third party contact also provides that a record of all contacts be retained in the principal's file at the school. The reason a copy of the disposition of the input is included in the building or department files, regardless of whether the input was valid, is to provide the principal or department head with a file on all third party input should a third party inquire about the disposition of his or her input at a later date. Since this is the purpose of maintaining all third party input in the building or department file, consideration will be given to providing a process of the systematic destruction of these materials after they no longer serve that purpose.

RESOURCE MANUAL FOR THE

TEACHER QUALITY ASSURANCE PROGRAM

INSTRUCTIONAL PROFICIENCIES

RESOURCE MANUAL FOR THE TEACHER QUALITY ASSURANCE PROGRAM
INSTRUCTIONAL PROFICIENCIES

NUMBER	PROFICIENCY	RESOURCE	DESCRIPTION	HISD LOCATION
A.	Effectively uses instructional time	"Time Effectiveness Framework" Videotaped by Employee Development Department, Part I and Part II.	Classroom teaching demonstration on the use of the time effectiveness proficiencies	Area Office
		"Elements of Successful Instruction," Part I, 16 mm film by Special Purpose Films, Aptos, CA.	Dr. Madeline Hunter's lectures introduce the seven elements: anticipatory set (focus), objective and purpose, input, modeling, checking for understanding (monitor and adjust), guided practice, and independent practice.	Film Library
		"Elements of Successful Instruction," Part II, 16 mm film by Special Purpose Films, Aptos, CA.	Real classroom teachers employ the seven elements to accomplish successful instruction.	Film Library
A.1	Follows prepared lesson plans based on HISD Curriculum and objectives	HISD curriculum bulletins	HISD provides curriculum bulletins containing specific objective for each grade level and subject.	Principal's Office Warehouse
A.2	Focuses the students' attention at the beginning of the lesson (focus or set). Starts lesson immediately.	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 27-28; 93-95.	Explanation of the importance and methods of focusing at the beginning of a lesson	Professional Library Area Offices
A.3	Communicates to the students what they will be able to do by the end of the lesson or unit and why that accomplishment is useful (objective and purpose)	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 3-7, 29-30.	Explanation of the selection of an objective, the importance of stating the objective, and examples of setting the objective and purpose	Professional Library Area Offices
A.4	What ever the teacher does, gives to the students, or says to students is related to the stated objective (instructional input)	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 33-36, 39-42.	Explanation of the selection, organization, and presentation of information; and teaching to both halves of the brain	Professional Library Area Offices
A.5	Uses models or illustrates what students are to learn (modeling)	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 45-47.	Explanation of "modeling" and four important characteristics	Professional Library Area Offices
A.6	Checks to find out if the student comprehends the essential information before moving to something new in the lesson (monitor and adjust) behavior implied in the objective while the teacher is readily available to assist (guided practice)	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 59-60; 72-75; 99-95. El Segundo, CA: TIP Publications, 1982, pp. 65-68, 71-75.	Explanation of common errors and effective techniques of checking for understanding Critical aspects of practice and four techniques for guiding initial practice	Professional Library Area Offices

B.	Motivates students successfully	"Increasing Students' Motivation to Learn," 16 mm film by Special Purpose Films, Aptos, CA.	Dr. Madeline Hunter lectures, and real classroom situations demonstrate the six principles of motivation.	Area Offices (to be checked out by principal or area supervisor)
		"Motivation and Reinforcement in the Classroom," 16 mm film by Special Purpose Films, Aptos, CA.	Dr. Madeline Hunter lectures and uses two annotated lessons to demonstrate the use of the motivation and reinforcement principles.	Area Offices (to be checked out by principal or area supervisor)
		"Motivation Framework," Videotaped by HISD Employee Development Department.	Classroom teaching demonstrating the motivation framework	Area Offices
B.1	Relates learning activities to student interest (s)	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 19-21; 51-55; 99-101.	Explanation of the factor, "interest," in the learning task; ways to promote interest and make material meaningful	Professional Library Area Offices
		Hunter, M. Motivation Theory for Teachers, E. Segundo, CA: TIP Publications, 1982, pp. 4-7; 30-43.	Programmed exercises to give practice in using motivational techniques of interest	Professional Library Area Offices
B.2	Offers varied learning activities (interest)	Hunter, M. Motivation Theory for Teachers, E. Segundo, CA: TIP Publications, 1982, pp. 21-23.	Programmed exercises to give practice in using the motivational techniques of interest	Professional Library Area Offices
B.3	Makes involvement a part of the learning process	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 94-95	A method of student involvement in learning activities	Professional Library Area Offices
B.4	Appropriately increases or decreases student level of concern (level of concern)	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 11-12, 100-101.	An explanation and examples of "level of concern"	Professional Library Area Offices
		Hunter, M. *Motivation Theory for Teachers*, El Segundo, CA: TIP Publications, 1982, pp. 7-14.	Programmed exercise to give practice in using the "level of concern"	Professional Library Area Offices

B.5	Uses pleasant feeling tone	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 15; 100-101.	Explanation of "feeling tone" and its use	Professional Library Area Offices
		Hunter, M. *Motivation Theory for Teachers*, El Segundo, CA: TIP Publications, 1982, pp. 15-20.	Explanation of "feeling tone" and a programmed exercise to give practice in the use of "feeling tone"	Professional Library Area Offices
B.6	Provides consistent and immediate feedback to students (knowledge of results)	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 21-22; 68; 87-90.	Explanation and examples in use of "knowledge of results"	Professional Library Area Offices
		Hunter, M. *Motivation Theory for Teachers*, El Segundo, CA: TIP Publications, 1982, pp. 27-29.	Explanation of "knowledge of results" and a programmed exercise to give practice in use of "knowledge of results"	Professional Library Area Offices
B.7	Sets the tasks at the correct level of difficulty (success)	Hunter, M. *Mastery Teaching*, El, Segundo, CA: TIP Publications, pp. 14-15.	Explanation of the importance of "success" for motivation	Professional Library Area Offices
		Hunter, M. *Motivation Theory for Teachers*, El Segundo, CA: TIP Publications, 1982, pp. 1-2; 24-26.	Explanation of difficulty of task and programmed exercises to give practice in the use of "the difficuty of task"	Professional Library Area Offices
B.8	Divides assignments into short tasks when the objective presented is difficult to master (success)	Hunter, M. *Mastery Teaching*, El, Segundo, CA: TIP Publications, pp. 65-67.	Explanation of how to shorten tasks for success	Professional Library Area Offices
		Hunter, M. *Motivation Theory for Teachers*, El Segundo, CA: TIP Publications, 1982, pp. 24-26.	Programmed exercise to give practice in the use of "success" in motivating	Professional Library Area Offices
B.9	Supplies prompts when students need help (success)			
C.	Increases productive student behavior	"Increasing Productive Student Behavior," 16 mm film by Special Purpose Films, Aptos, CA.	Dr. Madeline Hunter teaches the four basic principles of reinforcement theory, discusses their application to increase learning in the classroom and demonstrates the use of these principles in real classroom situations.	Area Offices

		"Motivation and Reinforcement in the Classroom" 16 mm film by Special Purpose Films, Aptos, CA.	Dr. Madeline Hunter lectures and uses two annotated lessons to demonstrate the use of the principles of motivation and reinforcement in the classroom.	Area Offices
		"Productive Behavior Framework," videotaped by HISD Employee Development Department.	Classroom teacher demonstrates the proficiencies in the "productive behavior framework"	Available in October, 1983
C.1	Praises students for appropriate classroom behavior	Hunter, M. *Reinforcement Theory for Teachers,* El Segundo, CA: TIP Publications, 1982, pp. 1-7; 27-32; 47-48; 60-69.	Explanation of "positive reinforcement" and programmed exercises to practice the use of praising students for appropriate classroom behavior	Professional Library Area Offices
C.2	Lets students know when they are making progress	Hunter, M. *Reinforcement Theory for Teachers,* El Segundo, CA: TIP Publications, 1982, pp. 27-32.	Explanation of the use of positive reinforcement, negative reinforcement, and extinguishing a response	Professional Library Area Offices
C.3	Varies praise words			
C.4	Inappropriate behaviors are negatively reinforced	Hunter, M. *Reinforcement Theory for Teachers,* El Segundo, CA: TIP Publications, 1982, pp. 8-14; 21-24; 27-32; 49-52;60-69.	Explanation of negative reinforcement and programmed exercises to practice the use of negative reinforcement	Professional Library Area Offices
C.5	Follows a negative reinforcer with a positive reinforcer as soon as possible	Hunter, M. *Reinforcement Theory for Teachers,* El Segundo, CA: TIP Publications, 1982, pp. 12-17; 27-32; 42-44; 47-50; 54--56; 60-69.	Programmed exercises to practice the use of negative reinforcers and positive reinforcers	Professional Library Area Offices
C.6	Ignores behavior that is merely attention getting, if possible	Hunter, M. *Reinforcement Theory for Teachers,* El Segundo, CA: TIP Publications, 1982, pp. 18-22; 25-32; 47-48; 60-69.	Programmed exercises to practice the use of "extinction"	Professional Library Area Offices
C.7	Is specific when reinforcing a behavior that is merely attention, getting, if possible	Hunter, M. *Reinforcement Theory for Teachers,* El Segundo, CA: TIP Publications, 1982, pp. 5-7; 27-32; 39-44; 48-50; 60-69.	Programmed exercises to practice the use of reinforcing a behavior	Professional Library Area Offices
C.8	Uses appropriate reinforcement schedule when new behaviors are being learned	Hunter, M. *Reinforcement Theory for Teachers,* El Segundo, CA: TIP Publications, 1982, pp. 5-7; 33-38; 45-46; 57-59; 60-69.	Programmed exercises to practice the use of reinforcement scheduling	Professional Library Area Offices

RESOURCE BIBLIOGRAPHY

FOR

LEARNING RESOURCES SPECIALISTS

ASSESSMENT INSTRUMENT

BIBLIOGRAPHY FOR SPECIAL PROFICIENCIES FOR LEARNING RESOURCES SPECIALISTS

PROFICIENCY: SELECTS PRINT AND NONPRINT RESOURCES WHICH REFLECT THE PRIORITIES OF THE INSTRUCTIONAL PROGRAM

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. Identified needed resources	025.21/B Broadus, R. *Selecting Materials For Libraries*.. NY, HW Wilson, 1982	Excellent resource tool for the novice librarian who looks toward responsibility of selecting materials	Professional Library
	025.21/C114/CHUM Cabecieras, J. *Multimedia Library: Materials Selection and Use*. NY, Academic Press, 1978		Houston Public
	R027.8/D38/CHUM *Elementary School Library Collection: A Guide To Books & Other Media*.—Phases 1, 2, 3. ed. by P. Van Orden, 12 ed. New Brunswick, NJ, Brodart, 1979	Integrated media collection for elementary school librarians, teachers, & administrators.	Houston Public
	025.2/E Evans, G. E. *Developing Library Collections*. Littleton, Co., Libraries Unlimited, 1979	Covers community survey, development/selection policies, selection of print & nonprint, acquisition, weeding	Professional Library
	027.8/F Freeman, P. *Pathfinder/ An Operational Guide For The School Librarian*, NY, Harper, 1975	A how-to guide to operating an effective school library media center	Professional Library
	031.02/I43/CHUM *Information for Everyday Survival: What You Need & Where To Get It*, com. by P. Gotsick. Chicago, ALA, 1976	Necessary tool for librarians to find needed materials for library media center	Houston Public
	025.2/KAT Katz, WM. *Collection Development: Selection Of Materials For Libraries*. NY, Harcourt, 1980		Harris Co. Public

PROFICIENCY: SELECTS PRINT AND NONPRINT RESOURCES WHICH REFLECT THE PRIORITIES OF THE INSTRUCTIONAL PROGRAM

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. continued	371.33/K32.CSSC Kemp, J. *Planning and Producing Audiovisual Materials.* NY, Crowell, 1974.	Provides information for developing audiovisual materials	Houston Public
	621.38/L188/CSCT Laird, D. *A User's Look at the Audivovisual World.* N.A.V.A., 1974	An audiovisual buyer's guide	Houston Public
	F025.3/7 *Library Materials: Preparation, Organization, & Circulation.* Eyegate	Excellent tool for librarians in setting up effective library operation	Professional Library
	371.33/011/CSSC Oates, Stanton. *Audiovisual Equipment: Self Instruction Manual.* Dubuque, Iowa, Wm. C. Brown, 1975	Excellent how-to book on operating audiovisual equipment	Houston Public
	621.38/R813/CSCT Rosenberg, K. *Media Equipment: A Guide and Dictionary.* Littleton, Co., Libraries Unlimited, 1976	Criteria for media equipment selection & dictionary of technical media equipment terms	Houston Public
	371.33/R926/CSSC Rufsvould, M. *Guides to Educational Medial.* 4th ed. Chicago, American Library Assoc., 1977	Guide to newer educational media; fs, tapes, etc.	Houston Public
	371.2/J77/CSSC and 371.3/S Schrank, J. *Seed Catalog: A Guide to Teaching/ Learning Materials.* Boston, Beacon Press, 1974	A compendium of idea seeds that will help teachers & librarians develop creative, innovative programs	Houston Public Professional Library
	027.82/S Shapiro, L. *Teaching Yourself in Libraries: A Guide to the High School Media Center & Other Libraries.* NY, HW Wilson, 1978	Useful manual introduces high school students to range of library resources available for use	Professional Library
	025.2/S *School Library & Media Center Acquisition Policies & Procedures,* ed by M. Taylor. Orynx Press, 1981	Designed to examine the acquisitions process in school libraries & media centers. Intended as an aid in policy development	Professional Library

PROFICIENCY: SELECTS PRINT AND NONPRINT RESOURCES WHICH REFLECT THE PRIORITIES OF THE INSTRUCTIONAL PROGRAM

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. continued	025.21/I *Shaping Library Collections in the 1980's.* ed by Peter SIpyers-Oran. Phoenix, Orynx Press, 1980	Explains how library collections are currently being built & how collection development will be carried out out in the future	Professional Library
	025.2/V Van Orden, P. *Collection Program in Elementary & Middle School* S. Littleton, Co., Libraries limited, 1982	In-depth look at the processes involved in media center collection program at building level	Professional Library
	027.8/S Wehmeyer, L. *School Librarian as Educator,* Littleton, Co., Libraries Unlimited, 1976	Clarifies key elements of educational research which will be useful to school librarian's teaching role	Professional Library
	371.33/W885/CSSC Woodbury, M. *Selecting Materials for Instruction.* Littleton, Co., Libraries Unlimited, 1979	Pulls together the selection criteria & professional objectives for particular areas of school curriculum or specific topics	Houston Library
2. Participates in evaluation of resources for quality and for instructional relevance	016.973/B Butlar, L. *Building Ethnic Collections.* Littleton Co., Libraries Unlimited, 1977	An annotated guide for school media centers & public libraries of ethnic materials	Professional Library
	027.8/C Cleaver, B. *Involving the School Media Specialist in Curriculum Development.* Chicago, ALA & AASL, 1983	Shows how the librarian can be a necessary ingredient in the planning of any curriculum development in schools	Professional Library
3. Acquires materials which support the instructional program of the school	025.82/G Glogau, L. *Developing a Successful Elementary School Library Media Center.* NY, Parker Pub., 1972	Practical book intended to help educators start or expand media centers	Professional Library
	025.177/H847/CHUM *How to Start an Audiovisual Collection,* ed. by M. Nadler. Metchen, NJ, Scarecrow Press, 1978	Good basic information on starting an audio-visual collection in the library media center	Houston Public

PROFICIENCY: SELECTS PRINT AND NONPRINT RESOURCES WHICH REFLECT THE PRIORITIES OF THE INSTRUCTIONAL PROGRAM

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
3. continued	031.02/143/CHUM *Information for Everyday Survival: What you Need & Where To Get It.* Chicago, ALA, 1976	Annotated list of free & inexpensive materials arranged under basic categories	Houston Public
	371.2/J77/CSSC and 371.3/S Schrank, J. *Seed Catalog: Guide to Teaching & Learning Materials.* Boston, Beacon Press, 1974	Compendium of idea seeds for teaching & learning	Houston Public Professional Library
	021.24/S Schuster, M. *Library Centered Approach to Learning.* Palm Spring, CA., 1977	Aptly explains how the library can enrich the learning process in the schools	Professional Library
	027.62/S Shapiro, L. *Teaching Yourself in Libraries: Guide to High School Media Center and Other Libraries,* NY, HW Wilson, 1978.	Useful manual introduces high school students to range of library resource available for use	Professional Library
	027.8/T Thomas, L. *Insights: School Library Media Center Program.* Brooklyn, NY, Dist 16, Bd of Educ., 1976	Will stimulate further study & provide directions for improving programs in the media field	Professional Library
	025.2/V Van Orden, P. *Collection Program in Elementary & Middle Schools.* Littleton, Co., Libraries limited, 1982	In-depth look at the processes involved in media center collection program at building level	Professional Library

PROFICIENCY: ORGANIZES THE LIBRARY MEDIA CENTER

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. Organizes Library Media Center to help meet the user's needs	371.335/A111/CPRO *AV Instructional Technology Manual for Independent Study*, prepared by WM. Allan. NY, McGraw-Hill, 1977	Gives useful information about how to make different types of AV materials and how to operate equipment	Houston Public
	022.3/C678/CHUM Cohen, A. *Designing & Space Planning for Libraries: A Behavioral Guide.* NY, Bowker, 1979	Presents a basic, detailed aid to librarians who wish to design any type of library from smallest to largest	Houston Public
	371.33/C744/CSSC and 371.335/C Concannon, T. *Using Media for Creative Teaching.* Roywaton, Conn., New Play Books, 1979	Designed to help educators make wise choices in media when they are using it in classroom and libraries	Houston Public Professional Library
	025.347/C941/CHUM Croghan, A. *Bibliographic System for Non-Book Media: A Descriptive List of Works.* London, Cobourgh Pr, 1979		Houston Public
	027.8/D Davies, R. *School Library Media Center: A Force for Educational Excellence.* 2nd ed. NY, Bowker, 1974	Strongly supports educational tenet role of library media specialist as teacher & that of school library media program in implementation of instructional excellence	Professional Library
	027.663/DAV Davis, E. *Mainstreaming Library Service for Disabled People.* Metuchen, NJ, Scarecrow Pr., 1980		Harris Co Pub.
	027.8/D Delaney, J. *Media Program in Elementary & Middle School: Its Organization and Administration.* Handen, Conn., Linnet Books, 1976	Deals with organizational & administration of elementary & middle school library	Professional Library
	R016.0278/D996/CHUM Dyer, E. *Public School & Academic Media Centers: A Guide To Information Sources.* Detroit, Mi., Gale, 1981		Houston Public

PROFICIENCY: ORGANIZES THE LIBRARY MEDIA CENTER

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. continued	025.5/E Evans, GE *Management Techniques for Librarians.* NY, Academic Press, 1976	Excellent tool for librarians to become effective managers of their programs	Professional Library
	027.8/D Dyer, E. *Role of the School Librarian In Education.* NY, Gale Research, N.D.	Collection of essays dealing with aspects of usage of books by children. Presents starting point for examining role of library in school	Professional Library
	027.809/H631/CHUM and 027.8/H Hicks, W. *Managing the Building Level School Libbrary Media Program.* Chicago, ALA, 1981	Provides a forum for exploration of trends in school media programs.	Houston Public Professional Library
	025.177/H847/CHUM *How To Start an Audiovisual Collection,* ed. by Myra Nader. Metuchen, NJ, Scarecrow Press, 1978	Good basic information on starting an audio-visual collection in library media center	Houston Public
	371.33/K32/CSSC and 371.33KEM Kemp, J. *Planning and Producing Audiovisual Materials.* NY, Crowell, 1975	Designed to provide information & experiences that help reader plan & produce AV materials.	Houston Public Professional Library
	F025.3/L *Library Materials: Preparation, Organization, & Circulation.* Eyegate	Excellent filmstrip set for organizing & circulating library materials	Professional Library
	022.3/L697/CHUM *Library Space Planning,* by J. Anderson. NY, Library Journal, Bowker, 1976		Houston Public
	022.3/L969/CHUM Lushington, N. *Libraries Designed for Users: A Planning Handbook,* Gaylord, 1976		Houston Public

PROFICIENCY: ORGANIZES THE LIBRARY MEDIA CENTER

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
	027.663/MAR Marshall, M. *Libraries and the Handicapped Child.* Boulder, Co., Westview Press, 1981		Harris Co. Public
	372.133/M883/CSSC Morrow, J. *Media and Kids: Real-World Learning in the Schools.* Rochelle Park, NJ, Hayden Bks, 1977		Houston Public
	371.3678/P485/CSSC Peterson, G. *Learning Center: A Sphere of Non-tradition Approaches to Education.* Hamden, Con. Linnet, 1975		Houston Public
	027.8/P Petrie, J. *Mainstreaming in The Media Center,* Phoenix, AZ, Orynx Press, 1982	Set of guidelines for librarians for assessing current media center programs to be in compliance with PL 94-142	Professional Library
	027.8/P Prostano, Em. *School Library Media Center,* 3rd ed. Littleton, Co., Libraries Unlimited, 1982	Presents library media center as unified system of elements existing within & for educational program of the school	Professional Library
	022.9/0618/CHUM Pierce, WM. *Furnishing the Library Interior.* NY, Dekker, 1980		Houston Public
	027.62/R Rogers, J. *Libraries and Young Adults.* Littleton, Co., Libraries Unlimited, 1979	17 original essays provide an overview of many current issues dealing with librarianship	Professional Library
	371.3/S464/CSSC and 371.3/S *Selecting Educational Equipment & Materials for School & Home.* Washington, DC, ACEI, 1976		Houston Public Professional Library

PROFICIENCY: ORGANIZES THE LIBRARY MEDIA CENTER

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. continued	027.65/S *Special Child in the Library*, by B. Baskin, Chicago, ALA, 1976	Book of readings for those librarians who wish to expand their knowledge of the exceptional child	Professional Library
	027.8223/S529/CHUM Shapiro, L. *Teaching Yourself in Libraries: A Guide to High School Media Center & Other Libraries.* NY, HW Wilson, 1978	Useful manual introduces high school students to range of library resources available for use	Houston Public
	727.8/T471/CFAR Thompson, G. *Planning and Design of Library Buildings.* NY, Nichols Pub., 1977	Information that will help the librarian to be able to give input into designing library media centers	Houston Public

PROFICIENCY: PLANS AND IMPLEMENTS LIBRARY SKILLS INSTRUCTION

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. Plans library skills instruction in co-operation with teachers and administrators	021.7/B139/CPRO and 659.2/B Baeckler, V. *Go, Pep, and Pop: 250 Ideas for Lively Libraries.* NY, U*N*A*B*A*S*H*E*D Librarian, 1976	Many good suggestions that will help librarians be a true server instead of a keeper of the books	Houston Public Professional Library
	372.13/B Bell,I I. *Basic Media Skills Thru' Games.* Littleton, Co., Libraries Unlimited, 1979	74 games to aid in teaching students to use library media center effectively	Professional Library
	025.5/B Bell, I. *Gaming in the Media Center Made Easy.* Littleton, Co., Libraries Unlimited, 1982		Professional Library
	025.5/B028/CHUM Broening, A. *How to Use the Library: Practice Exercises in the Use of the More Important Library Tools.*		Houston Public
	025.177/C542/CHUM Chisholm, M. *Instrucional Design and the Library Media Specialist.* Chicago, ALA, 1979		Houston Public
	027/8/C Cleaver, B. *Involving the School Media Specialist in Curriculum Development.* Chicago, ALA, 1983		Professional Library
	371.33/C744/CSSC Concannon, T. *Using Media for Creative Teaching.* Raywaton. Conn., New Plays Books, 1979	Designed to help educator make wise choices in media when they are using it in classroom and library	Houston Public
	027.6 Contra Costa Co. Sup. of Schools. *Handbook for Elementary Library Media Instruction.* Pleasant Hills, CA, 1975	A guide for library media center instruction and enrichment activities	Professional Library

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. continued	021.6/D Dyer, E. *Cooperation in Library Service to Children.* Metuchen, NJ, Scarecrow Press, 1978	Excellent ideas for helping school librarian & public librarian to work cooperatively to give good library service to children	Professional Library
	027.82/I *Instruction in School Media Center Use.* Chicago, ALA, 1978	Brings together many concepts that will assist librarians in presenting creative & innovative instructional activities	Professional Library
	016.0287/H797/CHUM Hopkinson, S. *Instructional Materials for Teaching the Use of the Library.* 5th ed. San Jose, Ca., Claremont House, 1975	Selected annotated bibliography of films, filmstrips, books, tests, & other aids	Houston Public
	025.52/J Jahoda, G. *Librarian & Reference Queries: A Systematic Approach.* NY, Academic Press, 1980	Introduces students to decision-making steps in a model of reference processes & are given exercises to do.	Professional Library
	371.102/J66/CSSC Johnson, Eric. *Teaching School: Points Picked Up.* Boston, Natl. Assoc. Independent Schools, 1979	A book for anyone who is teaching, wants to teach, or knows a teacher	Houston Public
	371.3/J76/CSSC Jones, A. *Strategies for Teaching.* Metuchen, NJ, Scarecrow Press, 1979		Houston Public
	025.5/K Kuhlthau, C. *School Librarian's Grade-By-Grade Activities Program.* West Nyack, NY, Center for Applied Research in Education, 1981	Comprehensive, sequential activities program for developing basic library & information skills.	Professional Library
	016.0207/L817/CHUM Lockwood, D. *Library Instruction: A Bibliography,* Westport, Conn., Greenwood Press, 1979		Houston Public
	022.3/L969/CHUM Lushington, N. *Libraries Designed for Users: A Planning Handbook.* Syracuse, NY, Gaylord, 1979		Houston Public

PROFICIENCY: PLANS AND IMPLEMENTS LIBRARY SKILLS INSTRUCTION

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. continued	025.5/M Mallett, J. *Library Skills Activities Kit.* West Nyack, NY, Cntr. for Applied Research in Educ, 1981	Puzzles, games, bulletin boards, & other interest rousers for elementary school library-helps teach fundamental library skills	Professional Library
	020.8/M Marshall, JD. *Of, By, and For Librarians.* Hamden, Conn., Shoestring Press, 1974	Selection of articles & essays that will make the reader aware of unified diversity of books & libraries	Professional Library
	025.8/M869/CSSC Moroses, L. *Shelf-Wise: A Library Training Manual.* 3rd ed. Bergenfield, NJ. Bergenfield Free Lib., 1979		Houston Public
	372.133/M883/CSSC and 372.1/M Morrow, H, *Media and Kids: Real World Learning in the Schools.* Rochelle Park, NJ, Hayden Bks, 1977		Houston Public Professional Library
	025.5/M978/CHUM Murphy, M. *Handbook of Library Regulations.* NY, Dekker, 1977		Houston Public
	371.3678/P485/CSSC Peterson, G. *Learning Center: A Sphere for Non-Traditional Approaches to Education.* Hamden, Conn., Linnet Books, 1975		Houston Public
	027.8/P Pilkey, D. *A Library Pocketful: Self-Serve Ideas.* Ontario, Canada, Doris Pilkey, 1977		Professional Library
	025.56/R496/CHUM Rice, J. *Teaching Library Use: A Guide to Library Instruction.* Westport, Conn., Greenwood Pr., 1981		Houston Public

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. continued	020.711/R Roberts, A. *Library Instruction for Librarians.* Littleton, Co., Libraries Unlimited, 1982	Offers an interdisciplinary approach to practical applications of library instruction	Professional Library
	o27.62/R Rogers, J. *Libraries and Young Adults.* Littleton, Co, Libraries Unlimited, 1979	Excellent essays to help librarian work with the young adult effectively & efficiently	Professional Library
	027.8707/S372/CHUM School Library Manpower Proj. *Evaluation of Alternative Curricula: Approaches to School Library Media Education.* Chicago,ALA, 1975	Evaluates 6 experimental programs. Tries to isolate the useful features as well as limitations of experimental curricula	Houston Public
	021.24/S Schuster, M. *Library Centered Approach To Learning*, Palm Spring, CA., 1977		Professional Library
	027.82/S and 027.8223/S529/CHUM Shapiro, L. *Teaching Yourself in Libraries: A Guide to The High School Media Center & Other Libraries.* Ny., HW Wilson, 1978	Useful manual introduces high school students to range of library resources available for use	Professional Library Houston Public
	025/S551/CHUM Shera, J. *Introduction To Library Science: Basic Elements of Library Service.* Littleton, Co., Libraries Unlimited, 1976	Overview of library history, information retrieval, library profession, & library development	Houston Public
	021.2/S759/CHUM Spirt, D. *Library/Media Manual.* NY, HW Wilson, 1979	Comprehensive exploration of the where & how of finding & using print & non-print materials for research	Houston Public
	372.13/T192/CSSC Tarrow, N. *Activities & Resources for Guilding Young Children's Learning.* NY, McGraw-Hill. 1981		Houston Public
	R016.02556/T245/CHUM Taylor, P. *Education of Users of Library and Information Services: An International Bibliography. NY & London, Aslib, 1979*		*Houston Public*

PROFICIENCY: PLANS AND IMPLEMENTS LIBRARY SKILLS INSTRUCTION

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. continued	028.7/V232/CHUM and 028.7/V Vandergirft, K. *Teaching Role of School Library Media Specialist.* Chicago, ALA, 1979	Shows how work of media specialist fits into some accented definitions of teaching, relates to specific teaching functions of librarian	Houston Public Professional Library
	027.62/W Walker, HT. *Teaching Media Skills: Instructional Program for Elementary & Middle School Students.* Littleton, Co., Libraries Unlimited, 1977	Provides guidance for media specialist in designing & implementing a program of media skills instruction	Professional Library
	027.8/W Wehmeyer, L. *School Librarian as Educator.* Littleton,Co., Libraries Unlimited, 1976	Clarifies key elements of educational research which will be useful to school librarian in teaching role	Professional Library
	371.33/W885/CSSC Woodbury, M. *Selecting Materials for Instruction.* Littleton, Co., Libraries Unlimited, 1979	Virtual resource library for selection of instructional materials at K-12 level	Houston Public
2. Provides group instruction & user guidance in print & nonprint media interpretation	025.347/C94L/CHUM Croghan, A. *Bibliographic System for Nonbook Media.* London, Cobourgh Pub., 1979	A description list of works dealing with nonprint media	Houston Public
	028.52/P Polette, N. *Reading Guidance in the Media Age.* Metuchen, NY, Scarecrow Press, 1975	Excellent suggestions for librarian on how to help children & young adults get the best library materials possible & to get them to be able to selectively choose good books and other media	Professional Library

PROFICIENCY: PROMOTES THE EFFECTIVE USE OF THE LIBRARY

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. Informs school staff of the resources & services of library media center	027.62/B Broderick, D. *Library Work With Children.* NY, HW Wilson, 1977		Professional Library
	016.3713/B Brown, L. *Core Collection Media for Elementary School,* NY, RR Bowker, 1978	Provides a qualitative selection guide for non-print media titles	Professional Library
	027.8/D Davies, RA. *School Library Media Center Program: Instructional Force for Excellence.* 3rd ed. NY, RR Bowker, 1979	Focuses on qualifications of school librarian as a curriculum consultant & materials specialist	Professional Library
	027.8/D Haney, J. *Media Program In Elementary and Middle School.* Hamden, Conn., Linnet Bks, 1976	Deals with organizational & administration of elementary & middle school library	Professional Library
	027.8/E *Excellence in School Media Programs,* ed. by T. Galvin. Chicago, ALA, 1980	Encompasses all phases of library service dealing with children	Professional Library
	027.82/G Glogau, L. *Developing a Successful School Library Media Center.* NY, Parker Pub., 1972	Intended to help educators start or expand media centers	Professional Library
	371.33/H234/CSSC Hancock, A. *Planning For Educational Mass Media.* NY, Longman, 1977		Houston Public
	371.33/H237/CSSC Haney, J. *Educational Communications & Technology: An Introduction For Teachers,* 2nd ed. Duuque, Iowa, WC Brown, 1975		Houston Public
	027.809/H631/CHUM and 027.8/H Hicks, W. *Managing the Building Level School Library Media Program.* Chicago, ALA, 1981		Houston Public Professional Library

PROFICIENCY: PROMOTES THE EFFECTIVE USE OF THE LIBRARY

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. Informs school staff of the resources and services of library media center.	659.2/B Baeckler, V. *P-R For Pennies-Low Cost Public Relations* Hopewell, NJ, Sources, 1978	Demystified a number of practial public relations techniques for those who want to produce P-R materials on a small budget	Professional Library
	R021.7/BAE and 659.2/B Baeckler, V. *Sparkle: P-R for Library Staff.* Hopewell, NJ, Sosurces, 1980	Purpose is to involve whole staff in public relations effort of the library.	Harris Co. Public Professional Library
	021.709/LEE and 021.7/L Leeburger, B. *Marketing the Library.* White Plains, NY, Knowledge Industry Pub., 1982	Points out many good marketing techniques that will help librarian sell his/her library media center	Harris Co. Public Professional Library
2. Trains & supervises the library media centers student	371.3078/C542/CSSC and 371.3/C Chisholm, M. *Media Personnel in Education: A Competency Approach.* Englewood Cliffs, NJ, Prentice-Hall, 1976	Provides broad perspective of responsibilities of media professional & current trends are recognized	Houston Public Professional Library
	023.5/C754/CHUM Conroy, B. *Library Staff Development & Continuing Education; Principles & Practices.* Littleton, Co., Libraries Unlimited, 1978	Systematically outlines the fundamental principles of planning, implementing & evaluating programs	Houston Public
	025.8/M869 Moroses, L. *Shelf-Wise: A Library Training Manual.* 3rd ed. Bergenfield Free Public Library, 1979		Houston Public
	023.3/M951/CHUM and 023.3/M Mugnier, C. *Paraprofessional & the Professional Job Structure.* Chicago, ALA, 1980	Excellent thesis on how the paraprofessional can fill the gap in the library when no professional is available also looks at paraprofessional duties the professional has to do	Houston Public Professional Library

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
2. continued	023.0683/P467/CORI *Personnel Policies in Libraries,* ed. by N. Patton. NY, Neal-Schumann, 1980		Houston Public
	658.3/P716/BUS Plate, K. *Management Personnel in Libraries: A Theoretical Model For Anaysis. NY, Amer. Fac. Pr., 1970*		*Houston Public*
	027.02/T951/CHUM and 027.802/T *Turner, P. Handbook For School Media Personnel.* Littleton Co., Libraries Unlimited, 1980		Houston Public Professional Library
	023.5/WAR Warner, A. *Volunteers in Libraries.* NY, Library Journal, 1977		Harris Co. Public
	027.8/W Wehmeyer, L. *School Library Volunteers.* Littleton, Co., Libraries Unlimited.	Provides precise information to the volunteer servind the school library	Professional Library
	023.5/W947/CHUM Wright, Alice. *Library Clerical Workers & Pages Including Student Assistants.* Hamden, Conn., Linnet Books, 1973		Houston Public
3. Publicizes services	021.7/B139/CPRO Baeckler, V. *Go, Pep, and Pop: 250 Tested Ideas for Lively Libraries.* NY, U*N*A*B*A*S*H*E*D Librarian, 1976	Many good suggestions that will help librarians be a true server instead of a keeper of the books	Houston Public
	R021.7/EDS Edsall, M. *Library Promotion Handbook.* Phoenix, AZ Orynx Press, 1980		Harris Co. Public
	023.5/D Dehart, F. *Librarian's Psychological Commitments: Human Relations in Librarianship.* Westport, Conn., Greenwood Press, 1979	Presents descriptive, not prescriptive, conceptual framework for applying behavioral skills in librarianship.	Professional Library

PROFICIENCY: PROMOTES THE EFFECTIVE USE OF THE LIBRARY

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
3. continued	028.52/D *Developing Active Readers: Ideas for Parents, Teacher, & Librarians,* Newark, De, Int. Rdg Assoc., 1979		Professional Library
	021.7/GAR Garvey, M. *Library Public Relations: A Practical Handbook* NY, HW Wilson, 1980	Offers the novice the practical guidance necessary to design effective promotions.	Harris Co. Public
	027.62/H Hill, J. *Children are People: Librarian in the Community.* NY, Crowell, 1974	Author writes of changing role of librarian in society	Professional Library
	371.2/J77/CSSC Jones, J. *School Public Relations.* West Nyack, NY, Cntr for Applied Research in Education, 1966		Houston Public
	027.8/KOH Kohn, R. *Have You Got What They Want.* Metuchen, NJ, Scarecrow Press, 1982	Good public relations strategies for school library media specialist	Harris Co. Public
	021.7/KOH Kohn, R. *You Can Do It: A P-R Manual for Librarians,* Metuchen, NJ, Scarecrow Press, 1981		Harris Co. Public
	659.2/M Moran, I. *Librarian's Public Relations Recipe Book.* Chicago, ALA, 1983		Professional Library
	020/P Powell, J. *People Work: Communications* Chicago, ALA, 1979	Attempt to demythologize the psychology & communications requirements & dynamics that are important in library service	Professional Library
	370.193/R498/CSSC Rich, D. *101 Activities for Building More Effective School/Community Involvement.* Washington, DC, Home & School Institute, Trinity College, 1976		Houston Public

PROFICIENCY: PROMOTES THE EFFECTIVE USE OF THE LIBRARY

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
3. continued	020/S551/CHUM Shera, J. *Introduction to Library Service; Basic Elements in Library Service.* Littleton, Co, Libraries Unlimited, 1976	Overview of library history, library & society, information retrieval, library profession & library development	Houston Public
	621.38/Z51/CSCT Zelmer, A. C. *Community Media Handbook.* Metuchen, NJ, Scarecrow Press, 1973		Houston Public

PROFICIENCY: CREATES APPROPRIATE LEARNING ENVIRONMENT IN LIBRARY MEDIA CENTER

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
2. Maintains appropriate bulletin board, interest centers, and displays	027.7/B691/CHUM Boll, John, *To Grow and Not To Grow*. NY, R. R. Bowker, 1980		Houston Public
	371.33/C744/CSSC Concannon, T. *Using Media for Creative Teaching* Roywaton, Conn, New Plays Books, 1979	Designed to help educators make wise choices in media when they are using it in classroom and library	Houston Public
	025.5/C 784/CSSC Coplan, K. *Effective Library Exhibits*. Dobbs Ferry, NY, Oceana Pub., 1974	Shows how to prepare & promote good displays in school library media center	Houston Public
	025.52/F Franklin, L. *Library Display Ideas*. Jefferson, N. C., McFarland Pub., 1980		Professional Library
	021.7/G244/CHUM Garvey, M. *Library Displays: Their Purpose, Construction, & Use*. NY, HW Wilson, 1969	Shows how to create effective, appealing, eyecatching displays fsor libraries	Houston Public
	371.3/H Haglund, E. *On This Day*. Littleton, Co., Libraries Unlimited, 1983	Collection of every day learning events & activities for media center	Professional Library
3. Maintains bookshelves and A-V storage for efficient location	022.3/C Cohen, A *Designing & Space Planning for Libraries*. NY, RR Bowker, 1979.	Concentrates on the interior design aspects of library planning	Professional Library

PROFICIENCY: INSTRUCTONAL PROFICIENCIES

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. Classroom Observation	371.102/J66/CSSC Johnson, E. *Teaching School: Points Picked Up.* Boston, Natl. Assoc. Independent Schools, 1979	A book for anyone who is teaching, wants to teach, or knows a teacher	Houston Public
	371.3/J76/CSSC Jones, A. *Strategies for Teaching.* Metuchen, NJ, Scarecrow Press, 1979		Houston Public
	020.711/R Roberts, A. *Library Instruction for Librarians.* Littleton, Co., Libraries Unlimited, 1982	Provides student & practioners with a theoretical & Historical framework for viewing library instruction	Professional Library
	MORE EXCELLENT RESOURCES CAN BE FOUND IN THE TEACHER ASSESSMENT RESOURCE MANUAL		

PROFICIENCY: MANAGEMENT SYSTEM AND PROFESSIONAL CHARACTERISTICS

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
1. Expend all budget	025.11ALL Alley, B. *Keeping Track of What you Spend: Librarians Guide To Simple Bookkeeping.* Phoenix, AZ, Orynx Pr. 1982	Excellent how-to manual for librarians on how to have a good accounting system	Harris Co. Public
	027.82/F Freeman, P. *Patahfinder; An Operational Guide for the School Librarian.* NY, Harper, 1975		Professional Library
	025.5/M978/CHUM Murphy, M. *Handbook of Library Regulations.* NY, Dekker, 1977		Houston Public
	Toor, R. *Complete Book of Forms for Managing the School Library Media Center,* West Nyack, NJ, Center for Applied Research in Education, 1982		Professional Library
2. Completes lesson plans on time; follows district curriculum in lesson plans	371.3/H Henak, Richard. *Lesson Planning For a Meaningful Variety In Teaching.* Washington, DC., NEAm 1980	Helps educators improve the effectiveness of daily lesson	Professional Library
	371,3/I *Instructional Design; Principles & Applications.* Englewood Cliffs, NJ, Educ. Tech. Pub., 1977	Intended for persons wishing to design effective instruction	Professional Library
	371.3/K Kemp, J. *Instructional Design: Plan for Unit & Course Development.* 2nd ed., NY. Fearon--Pitman, 1977		Professional Library
3. Encourages parent involvement	371.144/CSSC Miller, B. *Parents & Volunteers in the Classroom: A Handbook for Teachers.* San Francisco, R & E Research, 1975		Houston Public
	371.1931/R498/CSSC Rich, D. *101 Activities For Building More Effective School/Community Involvement.* Washington, D.C. Trinity College, 1976		Houston Public

PROFICIENCY: MANAGEMENT SYSTEM AND PROFESSIONAL CHARACTERISTICS

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
4. Assumes responsibility for assisting with overall discipline of students within a school	371.5/A461/CSSC and 371.5/A Alshuler, A. *School Discipline: A Social Literate Solution.* NY, McGraw-Hill, 1980		Houston Public Professional Library
	371.5/F267/CSSC Faust, N. *Discipline and the Classroom Teacher.* Pt. Washington, NY, Kennikat Press, 1977		Houston Public
	R016,3715/L192/CSSC Schwrtz, B. *How To Get Your Children To Be Good Students—How To Get Your Students to Be Good Children.* Englewood Cliffs, NJ, Prentice—Hall, 1981		Houston Public
	372.216/S878/CSSC Stone, J. *A Guide to Discipline.* rev. ed. Washington, DC, Natl. Assoc. Young Children, 1978		Houston Public

PROFICIENCY: PERIODICALS PERTAINING TO LIBRARIES AND LIBRARY SERVICE

SPECIFIC PROFICIENCY	RESOURCE	DESCRIPTION	LOCATION
	AAS SCIENCE BOOKS AND FILMS AMERICAN LIBRARIES BOOKLIST BOOK REPORT BULLETIN OF CENTER FOR CHILDRENS BOOKS CURRICULUM PRODUCT REVIEW HORN BOOK INTERRACIAL BOOKS FOR CHILDREN BULLETIN KIRKUS REVIEW LIBRARY JOURNAL LIBRARY TECHNOLOGY REPORT MEDIA AND METHODS PUBLISHERS WEEKLY SCHOOL LIBRARY JOURNAL SCHOOL LIBRARY MEDIA QUARTERLY SCHOOL LIBRARIANS WORKSHOP TEXAS LIBRARIES TOP OF THE NEWS WILSON LIBRARY BULLETIN	THE PERIODICALS LISTED CAN BE FOUND IN ANY OF THE LISTED LIBRARIES: HOUSTON PUBLIC LIBRARY HARRIS CO. PUBLIC LIBRARY PROFESSIONAL LIBRARY (H.I.S.D.)	

GLOSSARY

Assessors—	Team of administrative personnel who evaluates the learning resources specialists
Bibliography—	a list of books or other writings on a particular subject
Card Catalog—	a cabinet filled with cards listing books or other media by author, title, and subject
Circulation—	the important part of library management that deals with check-in, check-out, overdue books and fine procedures
Dewey Decimal System—	a system of dividing non-fiction books into ten major classes by subject matter, with further divisions in each class
Fiction—	imagined or created stories
Hardware—	machines (equipment) to operate software (see Software)
I.M.S.—	(Instructional Media Services)—HISD department that is responsible for administering and supporting the curriculum and instructional program implemented on each campus in each library media center
Jobber—	a company that supplies print and/or non-print media from many publishing and/or production companies
Large Group Instruction—	formal instruction provided to an entire class as a group
L.M.C.—	(Library Media Center)—a unified media system whose basic purpose is to provide for the improvement of teaching and learning
L.R.S.—	(Learning Resources Specialist)—the new title for school librarians
Media—	a term used to indicate all the various means of communication
Nonfiction—	print and/or non-print media presenting factual information (can be on many different subjects)
Periodical—	a magazine or newspaper
Print—	media that deals largely with words in print (library books, paperbacks, periodicals, newspapers, pamphlets, etc) but can include maps and charts
Processing—	the method by which print and non-print media are prepared for use in the library media center
Reference Book—	a book containing factual information about people, places, and things
Shelf List—	a file of catalog cards which lists all of the library media center's holdings and number of copies of each (print and nonprint)
Software—	a term used to indicate records, filmstrips, transparencies, video tapes and disks, computer disks, etc. that require machines/ equipment to operate them
Source—	the jobber, publisher, and/or dealer from whom all media is acquired
User—	any student, teacher, administrator, or community patron who use the library media center
Vertical File—	a cabinet of drawers containing pictures or pamphlets in subject order
Weeding—	removing the obsolete or worn materials from the library media center collection